

University of Central Florida
 Department of Modern Languages and Literatures
EAP 1850 (Sections 601/603): English for Academic Purposes I (6 credit hours)
 Fall 2017

Instructor	Dr. Nicole Hammond Carrasquel	Class Days /Times	T/TH 9:00-11:50 AM (601) T/TH 12:00-2:50 PM (603)
Contact	nicole.carrasquel@ucf.edu	Classroom	VAB 221
Office Hours	CNH Room 509 T 7:30-8:30 AM W 9:00 AM-1:00 PM or by appointment		
Textbooks	<u>Required</u> <i>Final Draft 4</i> Lambert, Jeanne. New York, NY: Cambridge University Press, 2016 Once you have your textbook, register for the online workbook with this link: http://www.cambridge.org/clmsstudent . Enter class code: HV2KH8 <i>The Other Wes Moore</i> Moore, Wes. New York: Spiegel & Grau, 2010. <u>Optional</u> <i>A Writer's Reference, 8th Edition</i> Hacker, Diana, and Nancy Sommers. Bedford/St. Martin's, 2016.		
Course Materials	Students should bring the following items to class EVERY DAY: <ul style="list-style-type: none"> • Textbooks (<i>FD4</i> and <i>TOWM</i>) • College-ruled loose-leaf paper • Pen/Pencil • Laptops/tablets (strongly recommended) <p>Everyone is expected to have their textbook(s) and class materials by the end of the first week of class. Students attending class without the required materials may be asked to leave and not return until they are prepared for the lesson. Please ACTIVATE your online <i>Writing Skills Interactive</i> workbook using the code in your textbook. For a step-by-step guide to set up your account, use this website: https://youtu.be/o-xw_pi2ErA</p>		

Course Goal

Students will practice and improve their academic English skills in the areas of reading, writing, listening, and speaking by using content materials based on a variety of genres and reflecting on several rhetorical patterns. All assignments and activities are designed to prepare students to be successful university undergraduates in their chosen fields of study.

Course Objectives and Student Learning Outcomes

In this 16-week course, students will:

- Develop strategies to read and comprehend adapted and authentic academic texts and appropriately analyze them to support their writing goals;
- Improve planning, drafting, revising, and reflecting on writing in academic contexts, incorporating paraphrases and quotes using MLA citation;
- Identify and learn to produce writing that effectively uses appropriate conventions, formats, and language in different academic contexts;
- Identify and report on different resources and technologies to support how they think, learn, and communicate points of view in an academic fashion;
- Increase awareness of advanced grammatical structures in reading and writing;
- Develop writing skills using academic models for various rhetorical patterns- i.e. cause/effect, summary/response & argumentative;
- Develop fluency in oral communication skills;
- Develop public speaking confidence and poise.

SLO 1

- 1.1 Students will learn situation-specific vocabulary in a variety of academic texts.
- 1.2 Students will recognize and select reading strategies to comprehend adapted and authentic texts.
- 1.3 Students will recognize and use critical thinking skills when reading, including evaluating, inferring, interpreting, and personalizing adapted texts.

SLO 2

- 2.1 Students will develop fluency in the writing processes through planning, writing, and editing multi-paragraph essays.
- 2.2 Students will be able to analyze and edit their own writing processes, with assistance, developing skills in understanding cultural conventions, such as plagiarism and using appropriate syntax.
- 2.3 Students will demonstrate, with some assistance, the ability to recognize grammar and mechanical issues and revise texts for word choice, word form, verb usage, and sentence structure.
- 2.4 Students will learn revision techniques by creating successive drafts that show global and local improvement and incorporate feedback from peers and instructor.

SLO 3

- 3.1 Students will develop vocabulary for varied writing contexts.
- 3.2 Students will organize their own writing within varied writing contexts, including consideration of audience, purpose, clarity, and substance.
- 3.3 Students will learn to adapt their writing style to specific academic situations, including essays with citations, testing situations, or presentations.

SLO 4

- 4.1 Students will identify vocabulary to support how they think, learn, and communicate points of view in an academic fashion.
- 4.2 Students will identify appropriate resources for academic communicative contexts.
- 4.3 Students will use language, resources, and oral communication skills appropriate for classroom discussion and presentation purposes.
- 4.4 Students will reflect on multimedia and create academic presentations using context-appropriate technology.

Section A: Attendance

Attendance and punctuality (being on time) are two of the most important professional characteristics for university students in the United States. Attending every class section will assure that students are aware of the work being done. Also, consistent attendance will help assure that students learn the necessary English to be successful in later university courses. Being late is unacceptable in the university system, both for students and teachers. Coming to class late is a distraction to teachers and students, affecting the quality and timing of the lesson. In addition, this behavior is considered quite rude in American culture and shows disrespect to classmates and the institution. Unexcused absences will not only affect the Attendance grade, but there are also **several assignments that cannot be made-up if students are absent**. An absence is excused if the student has a legitimate medical or legal reason for not attending class. It is the student's responsibility to present proof of an excused absence (if available) the next day the student returns to class. **Only the EAP instructor can confirm an excused absence, and this can only be done with a note signed by a doctor or legal authority**. Students will be given one (1) free absence for which they do not require an excuse (Use it wisely). See Section K, Part I: Attendance/Participation below for more information.

Total Attendance Grade = 50 points

One unexcused absence = -5 points

Section B: Technology

The use of laptops, tablets, and mobile devices is necessary for success in the United States' university system. However, technology can also create unnecessary distractions and/or divert students' attention away from learning. In this course, we will use laptops and mobile devices. However, this use will be monitored by the course instructors and limited to only certain activities. This means that students are recommended to bring technology to class, but they will only be permitted to utilize this technology in specific activities. Use of technology outside of designated activities is prohibited, and students who refuse to abide to the technology policy will be asked to leave the class for the remainder of the day.

Students are welcome to use electronic dictionaries. However, the USE OF TRANSLATORS IS ABSOLUTELY PROHIBITED. Translating text directly from one language to another is not usually effective, making it very difficult to read and assess student papers. Moreover, translating often does not help students learn a language after the beginner level. Students found translating will be asked to rewrite assignments in order to receive full credit.

Section C: Webcourses

Students must accept the course invitation for EAP1 on Webcourses in the first week of classes. This online platform allows students to track their attendance and grades, as well as submit assignments and participate in online discussions. Students are accountable for monitoring their own grades and contacting the instructors before or after class with any questions or comments. Also, our class will utilize several modules on Webcourses. The materials and information presented in these modules will directly correspond to topics being discussed during class. Students must successfully complete these modules in order to actively participate in classroom activities.

Section D: Late Work

This course has major Writing Assignments, and at least 4 of them will be done in class, in a timed fashion. Altogether your instructor has a great number of individual assignments that must be received, graded and returned to each student. Submit your work within the deadlines. This means only during the class periods and in hard copies, or online before the due date and time. Your instructor will announce the type of submission required for all assignments. Last minute problems caused by a student's poor time management are not your instructor's responsibility. Because of that, and in fairness to all the students who submit their work on time: **No late work will be accepted. NO EXCEPTIONS.** Plan your semester accordingly.

Our course is not online. We have online modules and activities but it is still a face-to-face class. Work that must be submitted in hard copies will require your presence in class. Assignments scheduled to be delivered online will have a strict deadlines to be delivered after which they will closed and you will not be allowed to submit work. Technical difficulties like printer issues or computer crash might cause your work to fail to be submitted on time or fail to be submitted at all; therefore, plan your work due dates accordingly. Justifying your failure to submit work with technical issues will not be accepted. You are responsible for your computer issues, so look for help with the UCF Help Desk in order to fix them.

DO NOT EMAIL work you could not submit online to your Instructor. It will not be considered submitted work. Avoid submitting work using cell phones as the signals and options in the Canvas app are not as strong as a full computer. If you know you are going to miss class, either submit your work in advance or plan accordingly to have it delivered during the class period in which you attend your classes. If your plans to have your work delivered fail due to somebody's inability to submit it, this is NOT your instructor's responsibility and will not be discussed with the third party involved. You are ultimately responsible for submitting your work. If highly unusual circumstances happen related to your assignments and you need to discuss them with your instructor, be prepared to provide documentation to support your case.

Section E: Communication with your Instructor

All contact with your instructor outside of class will be done through Webcourse messages, email, or during office hours. This course provides a very detailed syllabus, clear assignment descriptions, and a great deal of class time in which to ask questions or share ideas. Please review the course materials and ask classmates before addressing questions with the instructor. Any questions regarding attendance, grades, or student performance MUST BE addressed during office hours.

We are in a professional environment; therefore, please always include a SUBJECT TITLE in your messages and use an academic tone. UCF students must have a Knights account in order to receive messages that will be automatically delivered to them through the notification system of the class roster. It is imperative that students check their email messages regularly (at least once a day Monday-Friday during the semester), as this is our official way to communicate with each other besides our weekly classes. Please allow at least 24 hours or one business day for a reply; as such, do not send last-minute messages before class to ask questions about assignments/quizzes/tests that are due the next day. **Emails sent between Friday after 5:00pm and Sunday may not be responded to until Monday morning.**

If you need to meet with your instructor in person, you may either use the office hours listed on our Syllabus or discuss other possibilities to schedule another time that is convenient for you. In extraordinary circumstances, I will be glad to adjust my schedule to accommodate yours as much as possible. If it is a simple issue, we can also try to meet right before your classes start.

Section F: Readings

In addition to regular course readings, other texts may be assigned to complement information within the books or to supplement student understanding of certain topics. In addition to teacher-assigned readings, students will also be asked to find their own source material, using the UCF library database as well as outside sources.

Students will also read the novel *The Other Wes Moore*. There are four graded quizzes which accompany this novel, and they are spread out throughout the semester. We will have in-class discussions and use the book to examine colloquial language and culture.

Section G: Academic Integrity

This class abides by the Golden Rule http://www.goldenrule.sdes.ucf.edu/11_behavior.html and the Student Conduct Code of the University of Central Florida. Plagiarism and cheating of any kind will not be tolerated and may be subjected to appropriate referral to the Office of Student Conduct for further action. **It is much better to lose points than to fail the whole course! Every student is expected to do his/her own work individually** unless otherwise noted by your instructor and in the rubric, and all of the work produced is to be completed in its entirety **by the student who turned it in**. Any violation of this can result in an immediate failing grade in the course and recommendation for removal from the program. All final drafts submitted via Webcourses will utilize TURNITIN.com in order to assist students in identifying possible instances of plagiarism or misuse of sources.

Section H: Accommodations for Disability/Difference of Ability

Students with disabilities qualifying for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The OSD determines accommodations based on appropriate documentation of disabilities.

Student Disability Services – Student Resource Center Room 132 – Phone 407-823-2371.

Section I: Discrimination and Diversity

Discrimination towards fellow students based on gender, ethnicity, nationality, sexual orientation, disability, or religion will not be tolerated in this class. Students who fail to follow professional and respectful conduct in class will be referred to an adviser at GAA. Continued discriminatory practices will be referred to the Office of Student Conduct.

Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance so Title IX applies to UCF's programs – and, by extension, provides protections to UCF students.

<http://www.eeo.ucf.edu/documents/new/DiscriminationDescriptions,Prevention-TitleIXOverview.pdf>

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

If students have any conflict of the class schedule to due religious observances, they should contact the course instructor *prior to the conflict* to discuss their concerns. Please note, an email on the day of a conflict does not allow enough time for adequate alternative work arrangements.

Section J: Grading

Students must maintain an average of 70% in order to pass the course. Any student with a final grade of 0-69% will be required to repeat EAP 1 in order to progress.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Less than 70
I	Incomplete

In fairness to all students, there will be **NO EXTRA CREDIT** offered in this class. Students are responsible for approaching the instructor with any concerns about grades. Therefore, the instructor expects students to respectfully address any grades in which they feel they have not received proper credit. This should be done only during office hours—and immediately after the grade has been posted. **DO NOT WAIT** until the end of the semester.

Section K: Grade Categories*

This section of EAP 1 has been personalized to allow students to focus on developing language specific to their majors. Throughout the course, students will collect all their writing assignments which will be submitted as the Final Portfolio. All four writing projects in this class will be combined to create a single document at the end of the semester. For this reason, it is important to keep your documents and classwork organized and continue revisions throughout the semester. The categories below list the assignments for this semester. Separate documents with detailed rubrics and instructions for completing assignments will be explained in class and posted to Webcourses.

PART I: Attendance/Participation		Percentage: 10%
<p>Attendance</p> <p>Attendance is taken within the first five minutes of class and kept on record in Webcourses. If a student arrives after that, it is his/her responsibility to get the absence changed to a tardy. If a student is marked late three (3) times, it will be considered one unexcused absence, lowering the attendance grade. Tardies cannot be excused. Leaving class early or after a break will be considered an absence.</p>		Total: 4%
<p>Participation/Engagement</p> <p>These points are automatically awarded to students at the beginning of the semester. Students will need to consistently arrive to class on time and participate in class activities and discussions in order to receive the full 50 points for this assignment. Active participation also includes using English ONLY during class communicative activities. Students lose 5 points each time English is not used or when participation in discussions is not done. Unexcused absences automatically result in a loss of 5 points.</p>		Total: 6%
PART II: Homework		Percentage: 9%
<p>Self-Assessments</p> <p>Students will complete two self-assessments. The self-assessments will ask students to reflect on their interactions with the course work, as well as provide opportunities for students to practice reflective writing. Specific directions on self-assessments will be provided.</p>	2@10pts	Total: 3%
<p>Note-taking Activities /Annotated Bibliographies</p> <p>Because note-taking is essential for some students to succeed in the university system, EAP 1 will instruct students in various styles of note-taking. In addition, summarization and synthesis of information is key to success in college courses, so guided annotated bibliographies will be conducted.</p>		Total: 3%
<p>Webcourses Discussions</p> <p>Since Webcourses is an essential part of learning at UCF, students will be asked to utilize this learning feature in order to compose digital discussions. Students are expected not only to provide a post for the assigned topic, but also respond to classmates' posts with genuine and appropriate commentary/questions. The topics of each post will relate to the novel being read in the course.</p>	3@20pts	Total: 3%

PART III: Writing Projects		Percentage: 36%
<p>Outlines</p> <p>In order to successfully write and present, many students utilize outlining strategies to organize the structure and content of their documents and presentations. For each module, students will learn strategies for outlining the specific document or presentation assigned.</p>	3@10pts	Total: 4%
<p>Drafts</p> <p>Students will submit at least two drafts of each writing assignment, a first draft and a second draft. The students will be assessed on:</p> <ul style="list-style-type: none"> • Fulfillment of the assignment's objectives (Content) • Organization • Language • Academic writing skills, including formatting and citation <p>The instructor will focus on the quality of revision demonstrated from the First Draft to the Final Draft, providing feedback to students throughout the writing process. Consistent editing and proofreading are highly advised for every student, regardless of his/her proficiency in English language.</p>	3 First Drafts 20%	3 Interim Drafts 10%
<p>Peer reviews</p> <p>For each writing project, students will complete a peer-review, in which they assess the strengths and weakness of their classmate's documents. Peer-reviews will be graded on both the quantity and quality of critical feedback provided by students.</p>	3@4pts	Total 2%

PART IV: Quizzes*/Tests		Percentage: 40%
<p>Timed-Writings</p> <p>Students will complete three timed-writing assessments in class which will be directly connected to the assignments presented throughout the course. These assessments show true writing proficiency (without the use of any writing aids). Timed-writings last approximately 45 minutes and will typically be about 3-5 paragraphs in length.</p>	3@30pts	Total: 18%
<p>Reading/Writing Quizzes</p> <p>As an extension of the novel <i>The Other Wes Moore</i>, students will complete four short quizzes about this text. Questions on the quizzes will directly correspond with the content of the current week's readings, and may come in a variety of formats on Webcourses. Additional quizzes based on course content may also be done in class.</p>	4@25pts	Total: 6%
<p>Grammar Quizzes</p> <p>Throughout the course, students will review and practice certain topics related to English grammar and punctuation. While many of the activities used in this practice will be ungraded, eight graded structural assessments will be administered. Four quizzes will be given before the midterm and four quizzes will be given before the final exam.</p> <p>It is the student's responsibility to be cautious when taking any quizzes on Webcourses. The instructor <u>will not</u> reopen quizzes for students who mistakenly open quizzes early.</p>	8@10pts	Total: 3%

<p>Presentations</p> <p>Since speaking is essential in academic studies, students will develop and implement four speaking projects which seek to present the content of the document written in each module. Students will be assessed on:</p> <ul style="list-style-type: none"> • Content • Organization • Consideration of audience • Clarity • Use of language <p>A great deal of classroom time will be dedicated to creating strategies for effective presenting, and students will be expected to demonstrate improvement in their presenting skills with the completion of each module. Presentations <u>cannot</u> be made up without a valid excuse for absence. Any student missing a presentation must contact the instructor in advance in order to receive credit.</p>	<p>4@25pts</p> <p>Total: 3%</p>
<p>Midterm/Final Exams</p> <p>Throughout the course, students will review and practice certain topics related to English grammar and punctuation. While many of the activities used in this practice will be ungraded, two graded structural assessments will be administered. The tests will be given in the middle of the semester and as part of the final exam.</p>	<p>2@50pts</p> <p>Total: 10%</p>

**Lowest grade for most quizzes (reading quiz, grammar quiz, and presentation) will be dropped.
Note: Timed-writings, Midterm, and Final Exam grades cannot be dropped!*

<p>PART IV: Final Portfolio Percentage: 5%</p>	
<p>Final Portfolio</p> <p>Students will combine the content of the documents produced in this class to create an overarching project that provides a detailed account of the students' chosen career fields.</p>	<p>50pts</p> <p>Total: 5%</p>

*See EAP I Course Calendar for due dates

*DISCLAIMER: INSTRUCTOR RESERVES THE RIGHT TO REVISE THE SYLLABUS AS NEEDED;
STUDENTS WILL BE NOTIFIED IF ANY CHANGES ARE MADE.*