English For Academic Purposes
EFL 092 – Composition II

Course Description

This course provides preparation in low-intermediate academic and general-purpose writing. Emphasis is placed on writing as a process, paragraph organization and academic paragraph form. Upon completion, students should be able to write and independently edit and understand the major elements of writing sentences, paragraphs, and essays.

This is a hybrid class, therefore, online assignments will be given in the equivalency of 1-2 hours per week.

Required Materials

All materials will be linked to Canvas. At times you will be required to print the documents, assignments, and reading material from Canvas. You will need to have access to a printer, or you will need to plan to leave enough time in your schedule to print at one of the student computer labs on campus. Visit the computer lab schedule webpage for more information.

Course Goals

1. Students will model pre-writing, writing, revising, and proofreading and editing skills of different types of essays in Standard U.S. English.
2. Students will be able to validate the reliability of sources for use in supporting claims and arguments in academic writing.
3. Students will model MLA formatted essays with citations and references.
4. Students will be able to compose thesis statements that make original claims or arguments.
5. Students will support arguments and claims through the use of analysis and reason in written work and discussions.
8. Students will produce essays using simple transitional phrases and/or words, and other basic U.S. English syntactical components.

Course Objectives

Learning through course content activities will focus on the following areas:

1) Content Knowledge and Vocabulary
   a) Student-centered classrooms
   b)

d) The writing process

e) Cyberspace and identity

f) Current events

g) Successful language learning

h) Dumpster diving

i) MLA citations and formatting

j) On-demand writing strategies

2) Essay Writing Strategies
   a) Review of prewriting, drafting, revising, editing.
   b) Apply the overall internal organizations of essays: introduction, body, conclusion.
   c) Introduce analytical thesis statements that make a claim based on outside Tc -0utnts[96prewriting( )T3t i

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Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Editing	Demonstrate editing strategies through the application of peer and instructor feedback in order to improve writing through multiple drafting processes.	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.
Listening	Apply and respond to information presented by peers as it relates to content, writing strategies, and feedback.	In-class activities	80% or higher according to the assignment rubric.
Speaking	Use academic vocabulary related to the writing process and genre-based essays to describe and explain these concepts.	In-class activities	80% or higher according to the assignment rubric.
Discussion Skills	Practice arguments and claims through the use of analysis and reason through discussions	In-class activities	80% or higher according to the assignment rubric.
Presentation skills	Prepare and participate in small group and class presentations, including a debate, following professional and academic protocol.	In-class activities	80% or higher according to the assignment rubric.
Rhetorical Thought Patterns	Employ reliable sources in written work and discussions, showing emerging understanding of how to combine the source work with independent ideas to support original claims or arguments.	In	

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Academic Success	Use the learned the learned technology skills to navigate Canvas in order to access reading materials, view class information, schedules, assignment instructions, and feedback; create reflection and discussion forum posts on Canvas; download/upload class materials on Canvas; create presentations; use Google Docs and Slides to create documents individually and collaboratively and then convert the documents to Microsoft Word and PowerPoint for submission to Canvas	In-class activities Online/homework assignments Essays	80% or higher according to the assignment rubric.

Course Assessments

Attendance Policy

The EAP program has established an attendance policy that requires students to attend 85% of the scheduled synchronous class meetings. The student-centered approach to language skills development requires active participation in class; therefore, excellent attendance is mandatory. Students who miss more than 15% of the class may receive an R grade for the course, meaning they will not be able to progress to the next level and will have to repeat that course.

Assignments Explanation

Homework, In-class, and Online Assignments (i.e. group discussions, in-class presentations, and discussion forums) - Students are evaluated using a variety of activities conducted in class, online, and for homework. There are several short quizzes provided online and/or in-class. In group discussions and a debate, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short in-class group presentations, students share connections and ideas made between class readings and outside research. The length of short in-class group presentations are 5-10 minutes. The Discussion Forum is an online conversational tool where students respond to prompts and converse with other classmates on Canvas. The initial discussion forum post minimum word count is 150-200 words. The two required responses to classmates have a minimum word count of 75 words. At the end of the term, students will also participate in an in-class writing assessment for the practice of writing On-Demand essays. Students are assessed for in-class activities, online/homework assignments using specified rubrics linked to the course Canvas site.

Writing Journal – Students keep a writing journal as a means of self-reflection through their learning process. These journals will be written either as an online journal entry on Canvas or in a journal entry notebook that needs to be brought to every class. Students will be asked to reflect on something that they have read wherein they need to indicate what reading assignment that they are referring to by referencing the title of the article and the author (if known). They will also be asked to reflect on their writing process as they complete writing assignments or reflect on writing assignments after the final product is turned in. They will have two journal entries per week. Each entry will be worth 100 points. It will be graded based on the rubric. The length for the entry should be between 150 entries pbe woret t (o)-4 (g(e l)-1.a)-2.8 (s)-3.5 ( )-5.6 (o)c