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| Course code and title:Semester and year:Class Time and location: | Academic English I (ENG101) Fall 2016 (Multi Section Course) |  |
| Last Revised on: | July 30, 2016 |

**CATALOG DESCRIPTION**

Academic English 1 builds upon English 009 and exposes students, through a variety of reading strategies, to a range of texts from different genres. It emphasizes written guided responses and oral/aural tasks and reinforces research-based tasks needed across the disciplines.

**Prerequisites: ENG009 or EEE 550-599 or equivalent**

Course Prerequisite/Co-requisite:

ENG 009 or SAT score between 440 - 499

Instructor

**Name:**

**Email:**

**Office:**

**Office Hours**:

**Course Learning Outcomes**

A student completing this course should:

1. Comprehend a variety of texts in which argumentation takes place, some of which are from research. PLO5
2. Produce evidence-based written texts modeling the structure of the readings covered. PLO5
3. Identify and produce appropriate summary structures (abstract, problem/solution, claim & data) for different text types. PLO2
4. Formally present orally and conclude simple findings from a text. PLO5
5. Demonstrate an understanding of the importance of referencing to avoid plagiarism. PLO1

**Course Schedule**

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| **Week** | **Instructional Focus** | **Chapters/Material** | **Additional Tasks** |
| **Week 1**Aug. 29–Sep. 2 | Intro to the Course, Academic Orientation, and Studentship | -Syllabus analysis/course expectations-Assessing academic skills and culture **p. 10**-Prompt Analysis (to be reinforced with every new prompt) -Academic Vocabulary **p. 13** | Prompt Analysis (Handout)**Diagnostic:** Write an email inquiring about a prompt. |
| **Week 2**Sep 5 - 9 | -Reading: Skimming and Scanning-Identifying the sequence of ideas-Selecting and Prioritizing-Academic Language | -Quick reading (Timed 2 minutes): ‘Why Should we Prioritize?’ **pp. 16-17/**Identifying one-sentence summary**/**Exercises on reading text **pp. 16-18** & signposting- Reading: ‘Tropical Cyclones’ along with exercises **pp. 26-28/**Cause-effect markers **p.29** & signposting (meta-discourse handout) | Corpus: verb-noun collocations **p. 25**Note-taking for prompt on natural hazards (KWL Handout) |
| **Week 3**Sep. 12 – 16*(Sep. 12-13 Eid El Adha)* | -Identifying claims-Using claims to organize writing-Supporting Evidence  | -Using claims to plan essays/Building a writing template **pp. 33-34**- Common knowledge **p. 23** compared toSupporting claims with evidence **p. 35**  | Assignment: Write a second draft of the writing template with evidence **p. 35** |
| **Week 4**Sep. 19-23 | -Skimming and scanning-Critical reading and identifying claim/evidence | -Pre-reading: Reading and summarizing survey results **p. 84**-Quick reading: ‘Gender Development’ **p. 85**& ‘Cross-cultural perspectives’ **p. 86**Identify claims & evidence/Note-taking **p. 87****Mock Reading Exam** | -Write a summary (Claim + Evidence) -Development patterns (handout)-Collocations **p. 87**Hedging **p. 130**  |
| **Week 5**Sep. 26-30 | -Critical reading and identifying claim/evidence-Avoiding plagiarism -Paraphrasing with in-text citation (APA) | -Reviewing mock reading exam in class-Building upon what you already know **pp. 54-55**/Reading: ‘International Business’ & ‘Hofstede’s Four Dimensions of Culture’ -Identifying plagiarism **p. 11**-Using paraphrases **p.77/**In-text citation**Graded Reading Exam (15%)** | Assignment: Note-taking **p. 56** |
| **Week 6**Oct. 3-7(Oct. 4 – Last Day for WI) | -Academic Language- Paraphrasing and summarizing -Using Quotations | -Using reporting verbs (categories and functions) **p. 51/**Avoiding plagiarism **p.70**-Identifying the main ideas in a text: ‘Location on Earth’ **p. 73** + reinforcing reporting verbs on **p. 53**-Including (and sandwiching) quotations in writing **p. 79** and Appendix 2 **p. 167** | Revise paraphrase(s) to include reporting verbIntegrating sources using the IDEA method (handout) |
| **Week 7**Oct. 10-14(Oct. 11Ashoura) | -Scanning for information-Report writing -Writing abstracts  | -Reading: ‘Gender Bias and the Glass Ceiling’ (informal situation report) **p. 111** and the significance of references **p. 113**-The structure and content of ‘formal’ reports pp. 116-117/Introducing abstracts as summaries of academic research **pp. 12-13** | Write a summary of problem-solution textReview sample abstracts (Handout)  |
| **Week 8**Oct. 17-21 | -Writing abstract (revisited)-Report structure (revisited)/Scanning reports-Academic writing | -Practice on ‘Type A Behavior and Women in Education’ (Handout/without abstract at first and reveal abstract later)-Peer review of student abstracts/Emphasis on the grammar of reporting verbs **pp. 60-61**, countable and uncountable nouns **p. 37**, and adjectives to emphasize ‘large’ results **p. 37****Graded Abstract Writing (15%)** | Write an abstract of this IMRAD paperRewrite mock abstract to improve academic writing |
| **Week 9**Oct. 24-28 | -Research-Data Commentary-Oral Presentation skills | -Researching texts for writing **pp. 14-15**/ introducing the theme of ‘racism’/selecting oral presentation topic and individual text-Content of presentation (Rhetorical Precis Template)/Taking a stance **pp. 146-147**- Introducing your presentation p**. 19/** Referring backwards and forwards **p. 88**/ Concluding the presentation **p. 104****Assign/select presentation schedule** | Assignment: data commentary for oral (Handout)Assignment: Prepare 3-4min presentation/ Preparing slides **pp. 29-30** |
| **Week 10**Oct. 31-Nov.4 | -Oral Presentation skills-Reporting writing  | **Oral Presentations (10%)**(3-4 min per student)During these presentations, the rest of the class completes initial note-taking worksheet and writes a short one-page report at home. **Report (+ initial note-taking) 5%** | Report should follow template on **p. 118** and can use cause/effect markers **p. 119.** |
| **Week 11**Nov. 7-11(Nov. 9 – Last Day WP/WF) | -Academic writing genres-Using claims to plan essays | -Understanding essay types and organization pp. 20-21/Focusing on the **discussion** essay-Reading: ‘Western Model of Health’/ identifying main ideas/discussion **pp.141-2**-Write three discussion paragraphs using three majors claims with accurate transitions/ work on ‘This/These’ connectors **p. 142** and hedging skills **p. 143**. | Sample discussion essay **p. 128**Outline 3 discussion body paragraphsWriting with sentence variety (handout) |
| **Week 12**Nov. 14-18 | -Writing the academic introduction-Using claims to plan writing (revisited) | -Drafting the academic introduction pp. 22/ Compare academic intro to blog intro to high school essay intro (Handout)**Graded academic introduction 5%**-Collecting information for a discussion essay on ‘Biodiversity’ **pp. 57-58**. Outline the claim of the first body paragraph, the two sub-points, and the concluding sentence linking back to the main discussion. **Review sample body paragraphs.**  | Write a sample intro to the discussion on medical health modelsAssignment: Write the first body on ‘the benefits of biodiversity’ **p. 58** |
| **Week 13**Nov. 21-25(Nov. 22Independence Day) | -Using claims to plan writing-Academic writing-Using claims to plan writing (revisited) | -Peer review of assigned body paragraphs and revising while adding connectors **p. 64,** Comparing and contrasting **p. 62,** and Hedging **pp. 74-75** -Organizing information for an essay on ‘Nature Vs. Nurture’ **pp. 82-84**. Write the three claims and use connectors between them to link the three body paragraphs.  | Revise paragraphs again while focusing on hedging and signpostingAssignment: Write the full paragraphs |
| **Week 14**Nov. 28-Dec. 2 | -Using claims to write essays -Writing discussion body paragraphs | **Graded evidence-based writing (25%)**Session one – Draft One (3 body paragraphs)Session two & three for revising and editing (using the checklist provided) | Assignment: using an academic style **pp. 106-107** and hedging **p. 103** |
| **Week 15**Dec. 5-8 | -Writing conclusions-Research and referencing (revisited) | -Writing conclusions in essays **pp. 88-89**/ revise book sample for academic language/ -Referring to other people’s work/using in-text citation and writing references **pp. 47-49****Q&A before Final Exam** | Write a conclusion for sample essay on **pp. 128-129** |

General Comments

* All graded writing, except the report, to be done in class
* All revisions to be done in class (with emphasis on self-evaluation and peer-evaluation)
* When the emphasis is on skimming/scanning/timed reading, reading to be done in class.
* Summary writing is emphasized at all levels in its three formats: Claim + Evidence (C+E), Problem Solution (P-S), and abstract writing.
* The book introduces other documentation styles. Use this opportunity to re-emphasize APA styling.
* Additional vocabulary and academic writing exercises can be assigned as homework/on need basis.

Textbook

Hewings, M. *Cambridge Academic English: An Integrated Skills Course for EAP*.

Course Grading

Reading Exam – 15% Abstract Writing – 15%

Oral Presentation – 10% Data commentary report (with initial note-taking) - 5%

Academic Introduction – 5% Evidence-based Writing Task – 25%

 Final Exam (Evidence-based writing) – 25%

**Grading system:**

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| --- | --- | --- | --- | --- | --- |
| Grade | Quality Points | Guidelines over 100  | Grade | Quality Points | Guidelines over 100  |
| A | 4 |  90 | D+ | 1.33 | 63 – 66 |
| A- | 3.67 | 87 – 89 | D | 1 | 60 – 62 |
| B+ | 3.33 | 83 – 86 | F | 0 | 59 |
| B | 3.0 | 80 – 82 | P | No Quality Points |
| B- | 2.67 | 77 – 79 | NP | No Quality Points |
| C+ | 2.33 | 73 – 76 | U | No Quality Points |
| C | 2 | 70 – 72 | W | No Quality Points |
| C- | 1.67 | 67 – 69 | I | No Quality Points |

#### **Policy on Cheating and Plagiarism**

Students caught cheating on an exam receive a grade of zero on the exam in their first cheating attempt and receive a warning. Students caught cheating for the second time will receive a grade of “F” in the course and another warning. Plagiarism on assignments and project work is a serious offense. If plagiarism is detected, a student will be subject to penalty, similar to the cheating case, which ranges from receiving a zero on the assignment concerned to an “F” in the course in addition to a warning.

#### **UNIVERSITY ATTENDANCE POLICY**

1. Students are expected to attend all classes.
2. For valid reasons, students may miss classes for a maximum that is equivalent to two regular weeks.
3. When exceeding the maximum number of absences, it is the instructor’s prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student’s responsibility to drop the course; otherwise a grade of "F” or “NP" will be given.
4. In exceptional justified cases (long illness, etc…), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence
6. Based on the above, faculty will not include grades for attendance in their grading criteria in the syllabus.

**WRITING CENTER**

The Writing Center is a free service provided to all students.  Each writer’s needs are the focus, so students can work with a tutor one-on-one to review and refine the structure, content, and organization of their essay, research paper, or any other written text. The Writing Center (Nicol 206 in Beirut & Block B, Room 419 in Byblos) tutors are readers who will give suggestions and help students become better writers. Students have to prepare the material and consult with their instructor first since the tutors at the Center will assist but not do their work.

**WITHDRAWAL POLICY**

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a “WI” on that particular course. The student may process such request directly through the Registrar’s Office.

2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a “WP” or a “WF”. “WP” or “WF” will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.

3. The “WI” and the “WP” will not count as a repeat; whereas the “WF” will count as a repeat.

4. “WI”, “WP” and “WF” will not count towards the GPA calculation.

5. The deadlines for “WI” or “WP”/”WF” are clearly stated on the revised academic calendar on the LAU website: <http://www.lau.edu.lb/academics/calendar/>

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| **WI is equivalent to Early withdrawal****WP is equivalent to Withdrawal/Pass****WF is equivalent to Withdrawal/Fail**  |