

EAP IV COMMON SYLLABUS

Topic

In this final active learning EAP course, students will incorporate the skills learned in previous EAP classes to write a 5-paragraph essay on an academic topic or contemporary social issue. This class requires students to critically engage and express informed opinions in organized ways. It also involves student research.

Objectives

- To enable students to express informed opinions on given topics, in the form of essays and summaries, and orally.
- To help students pay attention not only to content, but also to underlying interests and viewpoints.
- To prepare students for using English in an academic setting.

Learning Outcomes

Students who have completed the course can: (a) write an essay which discusses different perspectives and problems on a given topic; (b) find resources related to a given topic, and integrate the content into their own writing; (c) respond in English to questions about the content or lectures with confidence and fluency.

Outline

Suggested Weekly Schedule

Week 1: Introduction to class. Introduction of essay structure. Distribute Materials 1 and 2

Week 2: Discussion and summary of Material 1

Week 3: Discussion and summary of Material 2

Week 4: Completion of Assignment 1 (Hand in Assignment 1)

Week 5: Introductory and concluding paragraphs. Begin student-led research

Week 6: Group discussion of researched materials

Week 7: Editing and writing of final essay

Week 8: Review of class (Hand in Assignment 2)

*Homework will consist of review of and preparation for classes (e.g. reading assignments, writing assignments, and oral practice.)

The two graded assignments of this course are:

- 1) Assignment 1: Two summary paragraphs (100-130 words each) on Materials 1 and 2.
- 2) Assignment 2: A five-paragraph essay (500-600 words). (Instructors may choose the essay format from the list below or as they designate to students in class).

Assignment 2: a 5-paragraph essay that consists of an introduction, discussion of three materials, and a conclusion. Following are the possible formats.

Argumentative Essay 1: This is an argumentative essay where writers make a claim and provide three pieces of evidence to support the main claim.

Argumentative Essay 2: This is an argumentative essay where writers make a claim, provide a counter argument, and refute the counter argument.

Paragraph#	Argumentative Essay 1 (argument –supporting evidence)	Argumentative Essay 2 (argument – counter argument and rebuttal)
P1	Introduction	Introduction

	(Writers' Claim)	(Writers' Claim)
P2	Supporting Writers' Claim with Summary of Material A	Supporting writer's claim with a summary (Material A or B)
P3	Supporting Writers' Claim with Summary of Material B	Providing counter argument with a summary (Material B or A)
P4	Supporting Writers' Claim with Summary of Material C	Rebuttal of counter argument with a summary (Material C)
P5	Conclusion (Summary and Future Directions)	Conclusion (Summary and Future Directions)
References		

Expository Essay: This is a type of essay where writers do not need to argue for a stance, but they need to give readers a comprehensive picture of a phenomenon they are exploring, mainly by describing the sources they found and summarized.

Paragraph#	Expository Essay 1	Expository Essay 2
P1	Introduction (Writers' Thesis)	Introduction (Writers' Thesis)
P2	Describing the phenomenon with Summary of Material A	Comparing two or three materials

		(Or contrasting two or three materials)
P3	Describing the phenomenon with Summary of Material B	Comparing two or three materials (Or contrasting two or three materials)
P4	Describing the phenomenon with Summary of Material C	Comparing two or three materials (Or contrasting two or three materials)
P5	Conclusion (Summary and Future Directions)	Conclusion (Summary and Future Directions)
References		

Grading Method (Standard rating method)

Grades will be decided holistically as below, based on the following terms/rates.

S (90%-100%)

A (80% - 89%)

B (70% - 79 %)

C (60% - 69%)

Above grades are indicators of passing, 不可 (less than 60%) is an indicator of failure.

Grading Rate

Participation (in-class activities)	20%
Homework	20%
Assignment 1 (two summary paragraphs 100-130 words each)	20%
Assignment 2 (a five-paragraph essay 500-600 words)	40%

*Each assignment is graded based on a common rubric.

Teaching Materials

The specific topic for the class and final essay will depend upon the specialization and expertise of the instructor. In principle, the essay will be on a topic that requires students to analyze and compare multiple perspectives. The instructor will provide two readings (of 800-1200 words each) that will form the basic content for the essay. Students will conduct research to find an additional reading to be used in the essay.

The instructor may use a textbook for the course. For textbook information, look at the CO-OP Textbook List for the fourth quarter under the name of the instructor. If a textbook is set, please buy it in advance, and bring it to first lesson.

Classroom Policy

Plagiarism will not be tolerated, and when found, those who have engaged in such an act will be referred to the University Disciplinary Committee.

If a student arrives late, their attendance will be marked as “Late Arrival.” Late students will have marks deducted from their class participation points.

If a student is absent from class three times, his/her grade will be shown as 放棄 (withdrawal).

Late assignments may be accepted up to one week after the assignment deadline, but will receive 50% of the grade they would otherwise have received.

If a student does not take a final examination, but he or she fulfills the attendance criteria stated above, grades will be decided according to the stated assessment criteria. (Points for the final examination will be counted as 0 point).

If a student does not take a final examination for a reason which the student regards as legitimate, he/she can submit the reason to the Gakumu-kakari. The Gakumu-kakari and the head of section will then decide whether the student is eligible to retake the examination.

EAP IV COMMON ASSESSMENT RUBRIC

	S	A	B	C	D
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Summary	Well-organized and coherent paragraph; main points and figures are fully covered in an integrated way; well-constructed and clear sentences with a few grammatical errors.	Coherent paragraph; indispensable points and figures are covered in an integrated way; well-constructed sentences with some grammatical errors.	Satisfactory paragraph; mere listing of indispensable points; awkward sentences with some noticeable grammatical errors.	Incomplete paragraph; covers only one part of the content; contains run-ons and fragments with many grammatical errors.	Shows no intention of summarizing; mere description of a single event and/or the writer's own feelings; too many grammatical errors and unintelligible sentences.
Essay	Well-organized and coherent essay; main points are fully and logically elaborated; well-constructed and	Coherent essay; main points are supported by appropriate examples and/or reasons; well-constructed	Satisfactory essay; room for more supporting details; awkward sentences with some noticeable	Incomplete essay; shows no effort to elaborate; contains run-ons and fragments with	Disorganized essay; no sign of outlining and revision; too many grammatical errors and

	clear sentences with a few grammatical errors; correct format.	sentences with some grammatical errors; only a few format errors.	grammatical errors; incomplete format.	many grammatical errors; incomplete format.	unintelligible sentences; wrong format.
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EAP 4 SAMPLE WEEKLY TEACHING PLANS AND MATERIALS

Essay Theme: Should Selling Organs Be Legal in Japan?

(Sample Class for Medical Students)

In this course, students write a 5-paragraph essay that answers the above question. The students are provided with two articles relating to the kidney trade. The first article looks at current conditions of the illegal trade in kidneys throughout the world, arguing that the way to combat the trade is through improvement in preventative health care and increasing donors. The second article makes an argument that making a legal market to sell kidneys would solve three problems. It would: 1) increase donors; 2) reduce national medical costs; and 3) reduce problems of exploitation. The students are required to research a third article relating to organ trade or transplantation problems in Japan.

Essay Outline

- *Introduction*

-What is the issue you are writing about?

-Why is this issue important? (E.g. lack of donors, exploitation)

-What specifically did you look at? (Overview of the three articles reviewed below)

- *Body*

A. “Illicit Kidney Trade Booms”

-What is the article you are summarizing?

-What is the issue or problem the author looking at?

-What are the important examples or evidence introduced by the author?

-What is the author’s conclusion or view on the problem?

B. “Why Selling Kidneys Should Be Legal”

C. Student Researched Article

- *Conclusion*

-What was the problem you looked at?

-What were the important conclusions from the readings?

-What is your view on this problem (referencing the examples from the body)?

Sample Course Outline

WEEK 1: Introduction to class: Introduction to 5-paragraph argumentative essay—Lecture on essay topic –Homework to read first article.

WEEK 2: Class discussion of article: Give students comprehension questions –students find answers to questions in groups –review student answers to questions – lecture on how to write summary – have students work on

summaries in groups – Homework to finish Japanese language summary of article

WEEK 3: Review Japanese summaries in groups –rewrite summary as a group – rewrite summary in English – Homework to finish English summary and read second article and write summary in Japanese.

WEEK 4: Class discussion on article: Give students comprehension questions – students find answers to questions individually or in groups – review student answers to questions – students review each other’s Japanese summaries and rewrite as group in Japanese and/or in English – Homework to finish summary in English and search for appropriate article for third paragraph.

WEEK 5: Students work in groups to choose one article to summarize for third paragraph – students write summary in Japanese and/or English – Prepare 2-3 minute presentation for next class – Homework to prepare for presentation in next class.

WEEK 6: Students present 2-3 minutes summarizing the article they reviewed – lecture on how to write Introduction and Conclusion – Students discuss in groups on the content of Introduction and Conclusion. Homework to write/print out complete body

WEEK 7: Students work individually or in groups to complete essay – Students review and edit each other’s essays – Instructor looks over and provides individual feedback on essays during class – Homework: finish essay

WEEK 8: Students hand in final essay – Class time devoted to practice of editing essays (instructor will provide sample essay for students to edit)

Materials

The Guardian: Denis Campbell and Nicola Davison Sunday 27 May 2012

The New York Times – The Opinion Pages OP-ED CONTRIBUTOR by
Alexander Berger, Dec. 5 2011

Essay Theme: Are All Japanese Traditions Invented?

(Sample Class for Humanities Students)

Materials

“Japan spreads the satoyama message” by Matthew Knight for CNN

OTHER ONLINE VIDEO RESOURCES

<http://ku2.bloxi.jp/video-project-2014.html>

<http://ku2.bloxi.jp/video-project-2015.html>

Topics and texts

The following list provides suggested topics for EAP III and IV, along with references to texts related to these topics. Instructors may find it necessary to edit texts for length and/ or language in order to make them suitable for use.

EAP III

- **Topic:** Accent discrimination in the UK

The sociolinguistics of modern RP, Peter Trudgill, August 12, 2000

<http://www.phon.ucl.ac.uk/home/estuary/trudgill.htm>

Why are so many middle-class children speaking in Jamaican patois?, Nick Harding, October 11, 2013

<http://www.dailymail.co.uk/femail/article-2453613/Why-middle-class-children-speaking-Jamaican-patois-A-father-11-year-old-girl-laments-baffling-trend.html>

Overcoming accent snobbery in a bid to smash through life's cut glass ceiling, Rod McPhee, July 18, 2013

<http://www.yorkshirepost.co.uk/news/analysis/overcoming-accent-snobbery-in-a-bid-to-smash-through-life-s-cut-glass-ceiling-1-5865718>

- **Topic:** Voting age in Japan

Lowering voting age crucial for future of Japan's democracy

<http://ajw.asahi.com/article/views/editorial/AJ201412050027>

Will lower voting age bring youths to polls?, Dave Hueston, July 2, 2015

<http://www.japantimes.co.jp/news/2015/07/02/national/politics-diplomacy/will-lower-voting-age-bring-youths-polls/#.VgnmoPntlBc>

- **Topic:** [2016 US presidential campaign](#)

[The first Trump-Clinton presidential debate transcript \(annotated\)](#), Aaron Blake, September 26, 2016

https://www.washingtonpost.com/news/the-fix/wp/2016/09/26/the-first-trump-clinton-presidential-debate-transcript-annotated/?utm_term=.251f9178da1f

Sparks fly at second debate, Stephanie Kraus, October 10, 2016

<http://www.timeforkids.com/news/sparks-fly-second-debate/471511>

Transcript of the third debate, October 20, 2016

https://www.nytimes.com/2016/10/20/us/politics/third-debate-transcript.html?_r=0

EAP IV

- **Topic:** Cyberslacking

A generation of cyberslackers, Ronald Alsop, 9 April 2015

<http://www.bbc.com/capital/story/20150408-a-generation-of-cyberslackers>

Cyberslacking in Shanghai: What My Students Taught Me, [Ruth Starkman](#), 17 July, 2016

http://www.huffingtonpost.com/ruth-starkman/cyberslacking-in-shanghai_1_b_7820796.html

- **Topic:** Culture in language learning

Native English speakers are the world's worst communicators, Lennox Morrison, 31 October, 2016

<http://www.bbc.com/capital/story/20161028-native-english-speakers-are-the-worlds-worst-communicators>

The Importance of Culture in Language Learning, Bill Zart, March 4, 2012
<https://billzart.wordpress.com/2012/03/04/the-importance-of-culture-in-language-learning/>

- Topic: Legalization of organ sales

Illegal kidney trade booms as new organ is 'sold every hour', Denis Campbell and Nicola Davison, May 27, 2012

<https://www.theguardian.com/world/2012/may/27/kidney-trade-illegal-operations-who>

Why Selling Kidneys Should Be Legal, Alexander Bergerdec, December 5, 2011

<http://www.nytimes.com/2011/12/06/opinion/why-selling-kidneys-should-be-legal.html>

Materials

The following are examples of materials used in EAP III and EAP IV classes

A Generation of Cyberslackers (summary)

Main topic/ problem?	
Why is it a problem?	
Who is it a problem for?	
Solutions?	
Further information?	

Summary (about 100 words):

Remember to clearly reference where your information is from, and whether it is fact or opinion. If it is opinion, make it clear whose opinion it is.

Cyberslacking in Shanghai: what my students taught me

Para 1: What was the author doing this summer?

What are the 'anti-device faction' against?

Para 2: Are the reasons given here for or against using devices in the classroom?

How many reasons are given for why students cyberslack?

Para 3: What is the author's stance on using devices in the classroom?

Do all of her colleagues do the same as her?

Para 4: Does Morris agree or disagree with banning digital devices?

"Shutting down the laptops isolates students from this reality." What is *'this reality'*?

Para 5: What does Stommel think is the real problem?

What did the author decide to look into in Shanghai?

Worksheet for 'Cyberslacking in Shanghai'

Work in groups to decide which of the reasons below from the text are pro-device and which are anti-device.

Pro- device	Anti-device

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Summarise the arguments from each column in your own words. Each summary should be no more than 50 words.

Pro-device summary:	Anti-device summary:
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Conscious of college costs, trying to conserve paper, and teaching older texts, I use exclusively pdfs and links.

Students benefit from the ability to search words in the texts and compare with translations in their own language.

Technology is less the problem than traditional classroom dynamics: start by abolishing fixed-seat, face-forward lecture halls.

When we keep laptops closed, tablets and phones turned off in the classroom, we are closing the door on what is real and relevant in student lives.

Students were unable to easily look up new vocabulary or concepts and relied on me to give them definitions.

Group work became less independent because I provided the sole authority for any information.

Usage trained them in important research skills and even helped them formulate better questions.

Students felt less inclined to physical activity and social interaction during breaks.

They engaged entirely in sedentary gendered segregation.

Students and parents were peering in from other classes checking for potential cyber-slacking.

Students in the class felt the need to police each other and the slackers responded by trying to shame those students.

Projects foundered if they went on too long- students worked well for about 20 minutes with lots of productive discussion in each group, and then gaming addiction mode took over.

Students ran outside to play sports and socialize.

They played a lively game of indoor tag that included all genders and ages.

(Sentences taken from *Cyberslacking in Shanghai: What My Students Taught Me*, [Ruth Starkman, 17 July, 2016](#)

http://www.huffingtonpost.com/ruth-starkman/cyberslacking-in-shanghai_1_b_7820796.html)

Summary grid for 'Cyberslacking in Shanghai'

What is the main topic?	
What did the author do?	
Arguments for using devices	
Arguments against using devices	
Conclusions	

Discussion questions for ‘Native English speakers are the world’s worst communicators’:

- What is the main point of the article? Which stance would you take to it, sympathetic or critical? Why?
- Which example(s) have you found interesting (or important)? Can you come up with any other examples from your own experience?
- Whose opinion(s) have you found particularly interesting, agreeable or disagreeable? Why?

Discussion questions for ‘The importance of culture in language learning’:

- What is the main point of this article?
- Do you agree with Zart’s opinion? Why or why not?
- Compare and contrast the two articles. Do you find any similarities and/or differences in terms of basic assumptions about language, (second or foreign) language learning, place of culture in communication (language), and (non-)native speakers?