



English Language Centre

EAP 3000 READING AND WRITING

On Campus, Face to Face

WHAT IS THE COURSE ABOUT?

Course Description

The main objective of EAP 3000 Reading and Writing is to refine the academic reading, writing, listening and speaking skills that will be needed for first-year university classes. In this course, you will sharpen your research, academic writing, referencing, presentation, discussion, note-taking and critical thinking skills at an advanced level.

EAP 3000 Reading and Writing is part of the EAP Bridging Program. The Bridging Program helps you prepare for university by combining full-time EAP study with a 3 credit-hour academic credit course. You will receive support for your credit course study while in the Bridging Program. This credit course can be used towards completion of any undergraduate degree. After completing the Bridging Program, you will be allowed to begin full-time study in your academic program without the need to write an official language proficiency test.

This course is taught Monday to Thursday for 2 hours per day for 10 weeks. **Total course hours: 80**

Curriculum Correlation: CEFR B2+

Pre-Requisites

Students must have successfully completed EAP 2000 with an overall average of B (73%) or submitted one of the following proficiency test scores:

- Acadia Placement Test: 56-65 (B2)
- IELTS: 6.0
- TOEFL iTP: 547-577
- TOEFL iBT: 79-89

Student Learning Outcomes

The **student learning outcomes** of this course are:

1. **Reading for Meaning:** Understands main ideas, key words and most important details in texts of moderate complexity. Can interpret charts, graphs, and timelines; take notes and discuss; and make predictions, generalizations and inferences; identify bias and logical fallacies; develop critical thinking skills.
2. **Developing Reading Fluency:** Uses an expanded range of reading strategies to increase reading fluency and comprehension of extended texts.
3. **Writing for Meaning:** Can reproduce complex ideas from multiple sources, with clear main ideas and supporting details, and with an appropriate sense of audience.
4. **Writing with Organization:** Organizes ideas in a complete essay or report structure.
5. **Research Skills:** Has a clear understanding of research skills (using the APA style for citations and essay format), and how to avoid plagiarism. Can use the internet and library to research and evaluate credible sources and refine APA citation skills; developing critical thinking skills.
6. **Accuracy of Language:** Writes with generally accurate language; demonstrates mostly satisfactory control over complex structures, spelling and mechanics.
7. **Vocabulary:** Understands and uses an expanded inventory of concrete, abstract, conceptual, academic, and idiomatic language in reading and writing sufficient to support academic study.
8. **Academic Skills:** Consistently demonstrates skills in critical thinking, collaboration and self-direction required for academic success at an advanced level of proficiency. Uses peer- and teacher-feedback to evaluate work.

Required Resources

Required Textbook and Practice: Q-Skills 5 Reading and Writing (3e); iQ Online Practice (3e)

Learning Management System: ACORN is the online learning environment at Acadia University English Language Centre. This is the system that will host the learning materials and activities for this course.

Office 365: Contact Technology Services for assistance in setting up your Office 365 account. We will use various apps throughout the term including Teams (virtual classes), Outlook (email), OneDrive (file storage and sharing), PowerPoint and Word.

HOW WILL I BE ASSESSED?

Assessment Schedule

EAP 3000 RW Tasks	Percent weighting	Links to Course Learning Objectives
Vocabulary Tasks (4)	5%	7, 8
Skills Assessments (2)	20%	1, 2, 3, 4, 6, 7
Critical Reading Tests (2)	20%	1, 2, 3
In-Class Writing Assignments (4)	20%	3, 4, 5, 6

EAP 3000 RW Tasks	Percent weighting	Links to Course Learning Objectives
Major Writing Assignments (2)	15%	3, 4, 5, 6, 8
Final Exam	20%	1, 2, 3, 4, 6

Assessment Details

Vocabulary Tasks (5%)

Throughout the term, you will work to develop your active and passive vocabulary, in particular, vocabulary from the Academic Word List. You will focus on form, meaning, use and etymology. You will be assessed on your vocabulary knowledge through short quizzes and assignments.

Assessment: You will receive a grade based on the number of correct answers.

Skills Assessments (20%)

In the unit skills assessments, you will be assessed on a variety of skills from your textbook and other classwork throughout the term. These skills include reading, vocabulary, writing, critical thinking, and grammar skills specific to each unit. You will be assessed through short tests and unit assignments.

Assessment: You will receive a grade based on the number of correct answers. Written responses will be assessed based on the EAP 3000 RW General Essay Rubric.

Critical Reading Tests (20%)

In order to assess reading comprehension and fluency skills, including skimming, scanning, and critical thinking, you will be assessed using 3-4 tests per term. Each test has a topic which is assigned at least one week prior to the assessment. You will be provided with key vocabulary, background video and questions to consider before the test. You are permitted and encouraged to research the topic and vocabulary and create notes which can be used during the test. Each test has 2-3 authentic readings with comprehension questions and a synthesis writing task.

Assessment: You will receive a grade based on the number of correct answers. Written responses will be assessed based on the EAP 3000 RW General Essay Rubric.

In-Class Writing Assignments (20%)

The purpose of the ICW assignment is to practice/assess skills necessary for the major writing assignments. These assignments include a single annotation entry, a six-source annotated bibliography, a practice argumentative essay, and a practice business plan.

Assessment: Your written responses will be assessed based on the EAP 3000 RW ICW Assignment Rubrics.

Major Writing Assignments (15%)

You will complete two major writing assignments (an argumentative essay and a business plan). The **argumentative essay** is a 1500-word essay that is scaffolded throughout the first four weeks of the term. You will complete an annotated bibliography (research), essay outline, and first and final drafts. The following skills will be applied: brainstorming, identifying credible sources (using the Acadia library and internet), composing thesis statements, writing effective hooks, developing counterarguments and refutations, supporting ideas with evidence, and using APA style format.

Assessment: Your Written responses will be assessed based on the EAP 3000 RW Major Essay Rubric.

The written **business plan** is a 12 to 20-page plan which is scaffolded throughout the last four weeks of the term. You will be introduced to the necessary rigour of appropriate formatting for highly formal documents. Skills practiced include identifying, summarizing, and paraphrasing relevant information in APA style. Students complete a practice and a final written business plan based on topics of their choice.

Assessment: Your Written responses will be assessed based on the EAP 3000 RW Major Business Plan Rubric.

Final Exam (20%)

The Final exam is a comprehensive summative assessment used to help establish a benchmark of students' language proficiency level. The final exam will test vocabulary, reading and writing skills indicated by the learning objectives.

You will be given short authentic texts to interpret, analyse, critique and summarize, and will be required to write a short essay on a related topic.

Assessment: You will receive a grade based on the number of correct answers. Written responses will be assessed based on the EAP 3000 RW Exam Essay Rubric.

HOW WILL TEACHING AND LEARNING HAPPEN?

HOW ARE MY RESULTS DETERMINED?

How your Final Result is determined

To pass this course, you need to demonstrate your attainment of each of the Learning Objectives. The range of grades available for assignments in this course and the final result in this course are:

Raw Score	Letter Grade	Grade Description
90 - 100	A+	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter, concepts, skills and application.
85-89	A	Excellent performance, indicating a superior grasp of subject matter and concepts; development of relevant skills and application to a high level.
80-84	A-	
77-79	B+	Good performance, indicating general understanding of subject matter and concepts; development of relevant skills and application to a moderate level.
73-76	B	
65-72	C+ to B-	Approaching the minimum adequate performance in course

To graduate from EAP 3000, you must complete all components of the Bridging Program, which includes both EAP courses and the Academic Credit. Students must obtain an average of B (73%) in the EAP courses (with no grade below 65%) to pass the Bridging Program. The results of the Academic Credit will appear on the student's permanent transcript.

Your final program mark will be calculated as follows:

- Reading and Writing Final Mark 45%
- Listening and Speaking Final Mark 45%
- Focus Class: Listening and Notetaking 5%
- Focus Class: Discussion and Debate 5%

WHAT OTHER POLICIES/PROCEDURES SHOULD I KNOW ABOUT?

There are several other policies and procedures that you should be aware of relating to refunds, attendance, classroom expectations, and academic integrity.

Please refer to our Student Handbook at the following [link](#).

Statement of Inclusivity

Acadia University is committed to becoming a culturally safe and anti-oppressive community. This can only be achieved where there are simultaneous efforts to eliminate all forms of discrimination and harassment from our campus community, including the elimination of all discrimination, harassment and

violence based on one's identity, including but not limited to, gender, race, class, ethnicity, sexual orientation, disability, gender identity, gender expression, and Indigeneity.

The Equity, Diversity and Inclusion Officer is available to students, staff, and faculty. The fundamental objective of the Equity Office is to prevent discrimination, sexual harassment, and personal harassment from occurring, in part by managing [Acadia's Policy Against Harassment and Discrimination](#). For more information, as well as for resources for students who believe they may have experienced or witnessed discrimination, sexual harassment, or personal harassment please contact Acadia's Equity, Diversity and Inclusion Officer, Polly Leonard, MSW, RSW (she/her/hers) at equity@ACADIAU.CA, and check out the [website](#).

English Language Centre courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be always treated respectfully and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in English Language Centre classes, course content, discussions, and assignments.

WHAT STUDENT SUPPORTS ARE THERE AT ACADIA?

There are a number of student supports at Acadia for you to access if necessary, including accessible learning services, the women's centre, the equity office, the black student employment and cultural navigator, spiritual wellness, services regarding 2SLGBTQI+, and mental health support services.

The most up to date list is found on our website at the following [link](#).