



# English Language Centre

## EAP 2000 READING AND WRITING

On Campus, Face to Face

### WHAT IS THE COURSE ABOUT?

#### Course Description

The main objective of this course is to develop academic reading and writing skills. You will read academic and other authentic texts (fiction and non-fiction) on a variety of topics of up to 4-6 pages. With these texts you will practice reading skills, critical reading strategies, and research. You will strengthen your academic writing skills by writing reports, summaries, comparison essays, and problem-solution essays (4 or more paragraphs, up to 1000 words). Development of grammar and vocabulary skills is also a primary focus of this course.

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

**Curriculum Correlation:** CEFR B2

#### Pre-Requisites

Students must have successfully completed EAP 1000 with an overall average of B (73%) or submitted one of the following proficiency test scores:

- Acadia Placement Test: 46-55 (B1+)
- IELTS: 5.5
- TOEFL iTP: 523-543
- TOEFL iBT: 69-78

#### Student Learning Outcomes

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

1. **Reading for Meaning:** Identify and evaluate main ideas, key words, facts, opinions, and most important details in texts of moderate complexity. Interpret charts, graphs, and timelines; take notes and discuss; and make predictions and inferences.
2. **Developing Reading Fluency:** Apply a range of reading strategies to increase reading fluency and comprehension of extended texts in order to respond to texts.

3. **Writing for Meaning:** Construct coherent text on familiar concrete topics, with clear main ideas, supporting details, and research, with a developing sense of audience.
4. **Writing with Organization:** Organize ideas in a complete essay structure; write with cohesion.
5. **Research Skills:** Apply a developing understanding of research skills (using the APA style for citations and essay format), plagiarism and avoidance of plagiarism. Use the internet and library to research credible sources, and practice basic APA citation skills.
6. **Accuracy of Language:** Write with moderately accurate language; demonstrates mostly satisfactory control over simple, compound, and complex structures, spelling, and mechanics.
7. **Vocabulary:** Demonstrate comprehension of and use an expanded range of concrete, abstract, conceptual, academic, and idiomatic language in reading and writing
8. **Academic Skills:** Consistently demonstrate skills in critical thinking, collaboration and self-direction required for academic success at an intermediate level of proficiency. Use peer- and teacher-feedback to evaluate your work.

## Required Resources

**Required Textbook and Practice:** Q-Skills 4 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 2000 RW Tasks	Percent weighting	Links to Course Learning Objectives
Class Homework, Participation, Classwork and Attendance	10%	1, 2, 3, 4, 5, 6, 7, 8
Unit Skills Assessments (3)	30%	1, 2, 3, 5, 6, 7
Reading Tests and Assignments (2)	10%	1, 2, 7
Minor/In-Class Writing Assignments (3)	15%	3, 4, 6, 7
Major Writing Assignments (2)	20%	3, 4, 5, 6, 7, 8
Final Exam	15%	1, 2, 3, 4, 6, 7

## Assessment Details

### Class Homework, Participation, Classwork and Attendance (10%)

Throughout the term, you will work to develop your academic English skills. Your active participation in the class and work outside the classroom is required to help develop and improve these skills.

**Assessment:** You will receive a grade based on attendance and other checklists.

### Skills Assessments (30%)

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 2000 RW General Essay Rubric.

### Reading Tests and Assignments (10%)

You will study either one authentic novel or several short stories throughout the term, for example: a novel such as *The Giver* or short texts by Roald Dahl. You will be assessed using short tests. Each assessment will elicit critical thinking with a focus on plot, characters, themes, connections, inferences, and comparisons.

**Assessment:** You will receive a grade based on the number of correct answers. Written responses will be assessed based on the EAP 2000 RW General Essay Rubric.

### In-Class Minor Writing Assignments (15%)

**Description:** You will have 30 minutes to write a short text (minimum 250 words) based on a reading or topics discussed in class. Writing should be organized as a short essay with a clear format.

**Assessment:** Minor writing tasks will be assessed based on the EAP 2000 RW General Essay Rubric.

### Major Writing Assignments (20%)

#### Major Assignment 1: Problem-Solution Essay

**Description:** You will write a 1000-word essay on a global problem and its solutions. You are expected to submit a proposal, outline, rough draft, and final draft for this assignment. The essay must contain research from at least two different sources and include APA-style citations, title page and reference page.

**Assessment:** This major essay will be assessed based on the 2000 RW Problem-Solution Essay Writing Rubric found on Acorn.

#### Major Assignment 2: Persuasive Essay

**Description:** You will write a 1000-word essay to persuade readers of a particular point of view. Students are expected to submit a proposal, outline, rough draft, and final draft for this assignment.

The essay must contain research from at least three different credible sources and include APA-style citations, title page and reference page.

**Assessment:** This major essay will be assessed based on the 2000 RW Persuasive Essay Writing Rubric found on Acorn.

### Final Exam (15%)

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:** Written responses will be assessed based on the EAP 2000 RW General Essay Rubric.

## 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	<b>A+</b>	<b>Outstanding</b> performance, demonstrating complete and comprehensive understanding of the subject matter, concepts, skills and application.
85-89	<b>A</b>	<b>Excellent</b> performance, indicating a superior grasp of subject matter and concepts; development of relevant skills and application to a high level.
80-84	<b>A-</b>	
77-79	<b>B+</b>	<b>Good</b> performance, indicating general understanding of subject matter and concepts; development of relevant skills and application to a moderate level.
73-76	<b>B</b>	
70-72	<b>B-</b>	Approaching the minimum adequate performance in course

To successfully complete the EAP 2000 level, you must complete all components of the EAP program with no final mark lower than 65% in Reading and Writing, Listening and Speaking, and Focus classes with an overall average of B (72.5%) or more.

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?

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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](mailto: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?

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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](#).