

课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程优化之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	English for Academic Purposes (EAP) 学术英语
2.	授课院系 Originating Department	语言中心 Center for Language Education
3.	课程编号 Course Code	CLE030
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识必修课程 General Education (GE) Required Courses
6.	授课学期 Semester	春季 Spring / 秋季 Fall
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) Instructor(s), Affiliation & Contact (For team teaching, please list all instructors)	语言中心 EAP 教学团队 CLE EAP Course Team
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	无 NA
10.	选课人数限额(可不填) Maximum Enrolment (Optional)	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32	0	0	0	32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	CLE023 SUSTech English III				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	N/A				
14. 其它要求修读本课程的学系 Cross-listing Dept.	N/A				

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

The English for Academic Purposes (EAP) program is the fourth and final course in the Centre for Language Education (CLE) core curriculum. It focuses on research writing and teaches students the skills necessary to use English effectively in a variety of academic contexts. At the completion of the course, students should be able to:

- Select relevant sources using library databases and identify reliable resources;
- Recognize and reinforce academic vocabulary;
- Demonstrate understanding of features of academic reading and writing;
- Carry out the responsibilities and roles of working cohesively in a group for research presentations;
- Respond to feedback and request clarification;
- Analyze successful strategies for paraphrasing and summarizing;
- Distinguish formal language and informal language and demonstrate the appropriate use of the former in academic speaking and writing;
- Assess the dangers and pitfalls of plagiarism and how it affects academic integrity;
- Develop peer and self-evaluation techniques which incorporate reflective practices for further improvement;
- Generate a research topic with research functions that respond to modern social or scientific issues;
- Improve writing through critical peer-editing, acting as a voice of change, not complacency;

16. 预达学习成果 Learning Outcomes

In this course, EAP students are expected to focus on issues which interest them, think critically about those issues, and develop their topics through research into two major assignments, including a group research presentation and an individual argumentative research paper. In addition to groupwork, peer editing also plays an important role, motivating students to support each other, with the teacher acting as a guiding facilitator.

Upon taking this EAP course, students are able to 1) use library databases to search reliable resources for their own research topic; 2) make a group research presentation about the topic they select; 3) and demonstrate their group research outcome and understanding of academic writing in completing one individual argumentative research paper. By completing this course, students are also expected be aware of, and produce, work that conforms to academic norm and properly apply writing techniques to academic writing in their own field of study in the future.

17. 课程内容及教学日历 (如授课语言以英文为主, 则课程内容介绍可以用英文; 如团队教学或模块教学, 教学日历须注明主讲人)

Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

Main content of this course includes:

- 1. Vocabulary (Academic Word Lists):**
 - a. 10 sets of 10 words each
 - b. Quizzes on some of the word sets
 - c. Incorporation into context through both the argumentative group research presentation and the argumentative research paper

- 2. Library Research:**
 - a. Identify valid research skills
 - b. Utilize research from both positions of an argument
 - c. Implement strong research skills into both argumentative group research presentations and the argumentative research paper writing

- 3. Academic Group Presentation:**
 - a. Work in a group setting
 - b. Develop strong presentation skills
 - c. Peer and self-evaluation

- 4. Academic Writing:**
 - a. Introduction paragraph
 - b. Supporting body paragraphs
 - c. Counter argument paragraph
 - d. Conclusion paragraph
 - e. Peer review

Week	Topics Discussed & Class Activities	Assigned Reading	Written assignments & Notes
1	<ul style="list-style-type: none"> • WELCOME • Course Introduction: syllabus and course agenda 	✓ 【W】 Unit 2-on BB (pp.11-13): <i>Choosing a topic</i> <i>Brainstorming a topic</i> <i>Expository or persuasive?</i>	<ul style="list-style-type: none"> ▪ Buy textbooks ▪ Post a research topic individually on Blackboard for further vote
2	<ul style="list-style-type: none"> • Academic Word List (AWL) Practice 1 • Academic language style <ul style="list-style-type: none"> - 【W】 Unit 7 & Unit 10 -handouts - Nominalization, hedging, objectivity 	✓ 【W】 Unit 6-on BB (pp. 52-62): <i>Avoiding Plagiarism</i>	<ul style="list-style-type: none"> ▪ Rating research topics
3	<ul style="list-style-type: none"> • AWL Practice 2 • Plagiarism (refer to 【W】 pp. 85-87) • APA style & Integrating evidence in writing (refer to 【W】 pp. 91-95) 	✓ 【W】 Unit 12 (pp. 127-128): <i>References</i> <i>Bibliography</i> ✓ 【W】 Unit 7 (pp. 65-69): <i>Paraphrasing</i> <i>Paraphrasing academic English</i>	<ul style="list-style-type: none"> ▪ Group formation ▪ Group assignment: Group research topic selection due ▪ Individual assignment: research on plagiarism cases



Week	Topics Discussed & Class Activities	Assigned Reading	Written assignments & Notes
4	<ul style="list-style-type: none"> • AWL Practice 3 • Academic reading: 【R】 Identifying and using reporting language (Unit 3) • Reporting: paraphrase (refer to 【W】 pp. 65-69, pp. 56-57, p. 93), summary & synthesis 	✓ 【W】 Unit 4 (pp. 30-37): <i>Researching</i>	<ul style="list-style-type: none"> ▪ Individual assignment: <ol style="list-style-type: none"> 1) Finish library research video quiz before class 2) Keep writing plagiarism reflection paper ▪ Group assignment: literature retrieval sheet
5	<ul style="list-style-type: none"> • Library research 	✓ 【W】 Unit 12 (pp. 122-125): <i>Preparing a short presentation</i> <i>Using notes in presentation</i> <i>Audience participation</i>	<ul style="list-style-type: none"> ▪ Individual assignment: Reflection on plagiarism cases due ▪ Continue research on the selected topic (after the library research class)
6	<ul style="list-style-type: none"> • Vocab quiz 1(AWL Practices 1, 2, 3) • Making a group presentation Presentation: 【W】 Unit 12 (pp. 122-125) 		<ul style="list-style-type: none"> ▪ Prepare group presentations ▪ Assignment: Group research bibliography due

Week	Topics Discussed & Class Activities	Assigned Reading	Written assignments & Notes
7	<ul style="list-style-type: none"> • AWL Practice 4 • Group presentation preparation 		<ul style="list-style-type: none"> ▪ Prepare group presentations ▪ Group assignment: Group presentation topic & outline with references due
8	MIDTERM (Group Presentation)		
9	MIDTERM (Group Presentation)	✓ 【W】 Unit 1 (pp. 2-7): <i>Review of the essay</i> ✓ 【W】 Unit 3 (pp. 47-49): <i>Patterns of organization</i>	
10	<ul style="list-style-type: none"> • AWL Practice 5 • Argumentative writing: Principles and structure (refer to 【W】 p. 41, pp. 82-83) • Academic reading: <ul style="list-style-type: none"> - Scanning and skimming (【R】 Unit 3 & Web) - Surveying a text (【R】 Units 5 & 7, & Web) 	✓ 【W】 Unit 3 (pp. 20-21): Parts of an introduction ✓ 【W】 Unit 5 (pp. 41-47) Writing a detailed outline ✓ 【W】 Unit 8 (pp. 78-80) Assessing the thesis statement	<ul style="list-style-type: none"> ▪ Individual argumentative research paper topic with a clear position (finalized for writing)



Week	Topics Discussed & Class Activities	Assigned Reading	Written assignments & Notes
11	Classes 1-4 <ul style="list-style-type: none"> • AWL Practice 6 • Argumentative writing: Introduction • Academic reading: Differentiating between main ideas and supporting details (【R】 Unit 2 & Web) 	✓ 【W】 Unit 8 (p. 81): <i>Using source material to support your writing</i>	<ul style="list-style-type: none"> ▪ Individual assignment: Introduction of research paper due
12	<ul style="list-style-type: none"> • AWL Practice 7 • Argumentative writing: Supporting body paragraphs • Academic reading: <ul style="list-style-type: none"> - Dealing with unfamiliar words (【R】 Unit 8) - Inferring meaning from context (【R】 Unit 3) • In-class assignment 1 		<ul style="list-style-type: none"> ▪ Individual assignment: body paragraphs due
13	<ul style="list-style-type: none"> • AWL Practice 8 • Argumentative writing: counterargument and refutation • Academic reading: Note taking (【R】 Unit 4 & Unit 5, & Web) 	✓ 【W】 Unit 3 (pp. 22-23): <i>Parts of a conclusion</i>	<ul style="list-style-type: none"> ▪ Individual assignment: Counter-argument paragraph(s) due

Week	Topics Discussed & Class Activities	Assigned Reading	Written assignments & Notes
14	<ul style="list-style-type: none"> • Vocab quiz 2 (AWL Practices 4, 5, 6, 7&8) • Argumentative writing: conclusion • Academic reading: <ul style="list-style-type: none"> - Critical reading (Web & University of Reading) - Identifying and dealing with assumed knowledge (【R】 Unit 5) • In-class assignment 2 	✓ 【W】 Unit 12 (pp. 125-127): <i>Preparing the final draft</i> <i>Title page</i> <i>References</i> ✓ 【W】 Unit 3 (pp. 23-27) <i>Peer review</i> ✓ 【W】 Unit 11 (pp. 112-119): <i>Editing your paper</i>	<ul style="list-style-type: none"> ▪ Individual assignment: Conclusion paragraph & references due
15	<ul style="list-style-type: none"> • Academic reading (【R】 Text 1a) • Peer editing workshop 	Keep peer editing & paper revising	<ul style="list-style-type: none"> ▪ Print the entire draft for peer review
16	Peer editing workshop	NONE	<ul style="list-style-type: none"> ▪ Print AI use statement for peer review ▪ Argumentative research paper final version & peer editing worksheet due

◇ 【R】 refers to the reading textbook; 【W】 refers to the writing textbook.

◇ This calendar is presented as a general guide but should be considered tentative. The instructor may adjust topics, readings and assignments as needed based on the progress of the course.

18. 教材及其它参考资料 **Textbook and Supplementary Readings**

Slaght, J. & Pallant, A. (2015). *Reading English for Academic Study*. Beijing: Foreign Language Teaching and Research Press.

Zemach, D.E., Broudy, D., Valvona, C., & Gao, X. (2015). *Writing Research Papers*. Beijing: Foreign Language Teaching and Research Press.

课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance				
课堂表现 Class Performance		10%		In class participation based on discussions
小测验 Quiz				
课程项目 Projects		30%		Writing project: 1) First draft submission of introduction paragraph (2%) 2) First draft submission of supporting argument paragraphs (4%) 3) First draft submission of counter argument paragraph (2%) 4) First draft submission of conclusion paragraph (2%) 5) Peer editing process (4%) 6) AI use statement (1%) 7) Final draft submission (15%)
平时作业 Assignments		20%		1) Plagiarism reflection paper (10%) 2) In-class assignments and quizzes (8%) 3) Library research tasks (2%)
期中考试 Mid-Term Test		30%		1) Group research presentation topic (2%) 2) Group research presentation bibliography (5%) 3) Group research outline (3%) 4) Group research presentation (15%) 5) Group research presentation peer and self-evaluation (5%)
期末考试 Final Exam		10%		Proficiency test
期末报告 Final Presentation				
其它（可根据需要 改写以上评估方				

式)
Others (The above may be modified as necessary)

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20. 记分方式 **GRADING SYSTEM**

- A. 十三级等级制 **Letter Grading**
 B. 二级记分制 (通过/不通过) **Pass/Fail Grading**

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课程审批 REVIEW AND APPROVAL

21. 本课程设置已经过以下责任人/委员会审议通过
This Course has been approved by the following person or committee of authority

Center for Language Education