



## COURSE OUTLINE: EAP601 - APLD ACDMC WRITING

Prepared: General Arts and Science Program Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	EAP601: APPLIED ACADEMIC WRITING
<b>Program Number: Name</b>	1295: GAS-ENGLISH ACADEMIC
<b>Department:</b>	GENERAL ARTS & SCIENCE
<b>Semesters/Terms:</b>	21S
<b>Course Description:</b>	Clear and accurate writing is required in academic and workplace environments. Students use appropriate structures and grammar to produce complex sentences that fulfill a range of communicative functions. Students apply writing process techniques to perform a variety of written communication tasks. Using extensive feedback from instructors, students systematically apply proofreading and editing skills to locate and correct common writing errors and improve written work.
<b>Total Credits:</b>	2
<b>Hours/Week:</b>	5
<b>Total Hours:</b>	35
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>1295 - GAS-ENGLISH ACADEMIC</b></p> <p>VLO 2 Communicate competently, showing flexibility and clarity of thought and expression.</p> <p>VLO 3 Conduct research and write essays to ensure success in post-secondary studies.</p> <p>VLO 4 Develop a sense of personal and social responsibility through the examination and evaluation of various aspects of our changing society.</p> <p>VLO 5 Develop and apply skills and strategies to ensure academic success in post-secondary studies.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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	EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
<b>Course Evaluation:</b>	Passing Grade: 70%, B  A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Class Activities/Assignments: 30% Presentation: 20% Tests: 50%
<b>Books and Required Resources:</b>	Q: Skills for Success 5 Reading and Writing by Nigel A. Caplan, Scott Roy Douglas Publisher: Oxford University Press Edition: 3rd ISBN: 978-0-19-491229-7

<b>Course Outcomes and Learning Objectives:</b>	<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
	1. Write clear, well-structured texts of complex subjects.	-Select words and ideas to accomplish the desired purpose -Use correct spelling, verb tenses, sentence structure, parts of speech -Emphasise relevant salient issues -Expand and support points of view at some length -Include subsidiary points, reasons and relevant examples and include an appropriate conclusion.
	<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
	2. Edit sentences and paragraph systematically, based on feedback	-Revise text to fulfil rhetorical purpose -Revise text by adding supporting detail or removing information -Use of transitional devices -Correct identified grammar, vocabulary, spelling, and punctuation errors
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Plan and write level-appropriate academic essays/reports in a variety of rhetorical styles	-Use an assured, personal style appropriate to audience. -Write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. -Expand and support points of view at some length with supporting details, reasons and relevant examples. -Generate ideas using brainstorming, clustering -Develop a thesis statement that presents a topic and a controlling idea -Plan an outline that organises main ideas and supporting details -Draft an introduction, supporting paragraphs, and conclusion	
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>	
4. Perform level-appropriate written tasks such as personal and business messages, creating a	-Clarify purpose and audience -Select appropriate format	

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	summary expository writing, personal reflections	-Write with appropriate tone and level of formality
<b>Date:</b>	April 29, 2021	
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.	

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