

# Course Outline: Advancing Reading and Writing in Academic Contexts

DEPARTMENT OF LANGUAGES, LITERATURES & LINGUISTICS

## Course Code

AP/ESL 1010 3.0 Advancing Reading and Writing in Academic Contexts

## Course Description

This course aims to help students from an ESL background improve writing and reading skills necessary for academic success in undergraduate and graduate degree programs. The interdisciplinary course draws on a range of learner-centered texts to help students better understand and communicate academic content and ideas. Emphasis is placed on strengthening language and critical thinking skills in reading and writing that promote student engagement with a range of texts relevant to academic studies. The course addresses content ideas, language structure and rhetoric. It examines how English is used most effectively in order to express thoughts and knowledge so that students can contribute in academic and professional contexts. Areas stressed include features of a variety of genres across disciplinary areas of study, common rhetorical patterns and writing style, academic vocabulary, conventions of e-communication, and frameworks for critically analyzing academic readings.

## Course Delivery

Delivery Mode: LGCL

This course is an in-person delivered language course (LGCL). In addition, students are also expected to complete asynchronous homework eClass-based assignments on a weekly basis.

## Course Materials

All readings will be available through the course website on eClass. Course materials include scholarly articles, digital media resources, e-texts etc.

Sample course readings:

Huang, L.-S. (2013). Academic English is no one's mother tongue: Graduate and undergraduate students' academic English language learning needs from students' and instructors' perspectives. *Journal of Perspectives in Applied Academic Practice*, 1(2), 17-29.

Kim, T.-Y., Baba, K., & Cumming, A. H. (2006). Goals, motivations, and identities of three students writing in English. In A. H. Cumming (Ed.), *Goals for academic writing: ESL students and their instructors* (pp.125-141). Amsterdam, Holland: John Benjamins Publishing Company.

Morton, J., Thompson, C., & Storch, N. (2015). What our students tell us: Perceptions of three multilingual students on their academic writing in first year. *Journal of Second Language Writing*, 30, 1-13.

Thompson, C., Morton, J., Storch, N. (2013). Where from, who, why and how? A study of the use of sources by first year L2 university students. *Journal of English for Academic Purposes*, 12(2), 99-109.

Zou, H., & Hyland, K. (2019). Think about how fascinating it is: Engagement in academic blogs across disciplines. *Journal of English for Academic Purposes*, 43 (100809).

## Tentative Grade Breakdown and Deadlines

Assessment	Weight	Mode	Tentative Deadline
Adopt-a-text Portfolio	25%	Asynchronous online	Different dates; final version due last week of November
<b>Multimodal Ethnography: Inquiry-based Research Project</b> <ol style="list-style-type: none"> <li>1. Research proposal</li> <li>2. Research presentations</li> <li>3. Multimodal research report</li> </ol>	<b>30%</b> <ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 15%</li> <li>3. 15%</li> </ol>	<ol style="list-style-type: none"> <li>1. Online, Asynchronous</li> <li>2. Online, Asynchronous</li> <li>3. In-person</li> </ol>	<ol style="list-style-type: none"> <li>1. Oct. 27</li> <li>2. Last two weeks of classes</li> <li>3. Dec. 8</li> </ol>
Comparative Summary	20%	In-person	Oct. 6
Active Learning & Participation	25%	In-person & online (Synchronous & asynchronous)	Ongoing (cumulative grade)
	<b>100%</b>		