

**ENGLISH FOR ACADEMIC PURPOSES (EAP)
LEARNING OBJECTIVES FOR EAP 121, EAP131 AND ENGW 100 NNES**

READING: Students understand, respond to, and interrelate college-level readings from a variety of genres and disciplines.

1. Students learn pre-reading strategies to predict content.
2. Students learn academic vocabulary.
3. Students learn to locate, summarize and discuss main ideas and themes in readings.
4. Students can identify, locate and discuss the rhetorical moves (such as organization, tone etc.)
5. Students learn to engage with ideas presented within readings and relate these ideas to their own experience, other readings and academic contexts.

WRITING: Students compose a variety of writing projects in various contexts for particular audiences and purposes.

1. Students learn to generate ideas that express thematic course content and advance logical arguments.
2. Students learn to compose, draft, revise, and proofread over a number of drafts.
3. Students learn to illustrate claims with specific and concrete evidence, including the productive use and synthesis of outside texts and/or personal experience.
4. Students learn to follow a clear structure and demonstrate an ability to organize ideas into a cohesive, progressive argument.
5. Students learn to write using clear syntax, use appropriate vocabulary and develop stable sentences with a variety of sentence structures.
6. Students learn to use grammatical forms accurately and for appropriate contexts.

LISTENING AND SPEAKING: Students comprehend and participate in spoken discourse in a variety of social and academic settings for a variety of purposes.

1. Students learn the situational context of a speech act.
2. Students learn to use academic vocabulary in discussion and group work.
3. Students learn to communicate effectively with classmates and teachers.
4. Students learn to conduct presentations and speeches in class.
5. Students engage ideas presented in lectures and classroom presentations and group work by responding in writing, speech, or projects.

METACOGNITIVE UNDERSTANDING AND PRACTICE: Students demonstrate self-awareness and identify strategies for improving reading, writing, listening and speaking.

1. Understanding Progress: Students monitor their own learning through explicit tasks, such as reflective writing assignments, keeping a journal, creating a timeline for learning, or contributing to a wiki about reading, writing, speaking and listening.
2. Understanding Process: Students understand how they learn, what their weaknesses and strengths are, and what alternative literacy processes they can follow.
3. Students identify their literacy goals and explicitly state strategies for achieving these goals.

ACADEMIC AND PERSONAL DEVELOPMENT: Students demonstrate the knowledge and skills necessary to understand their own academic context, to enact clear goals for learning and personal growth and to seek out and utilize the John Jay services and peer interaction to fulfill these goals.

1. Academic planning: Students will articulate academic goals for the year, identify appropriate resources and formulate/ monitor a plan to work toward those goals.
2. Self-awareness: Students will identify areas of academic/social/personal interest/development and pursue appropriate John Jay resources/support.
3. Collaboration: Students will learn to successfully collaborate with peers from diverse backgrounds inside and outside the classroom.