

CORE 1401 – Intensive English Language for University Studies

1. Course Information

CORE 1401 is a three-credit core course developed for first year students. It is the first of two one-semester courses which students take to fulfil the Common Core English requirement. Students attend three hours of class and complete up to six hours of out-of-class work per week. The course is offered in Fall semesters. This is an EAP course with a primary focus on language development and proficiency. The course also offers some support with academic literacy skills for the students. It aims at enhancing underlying core areas of learning - e.g., Language form and accuracy in spoken and written contexts; Language meaning and use; and Self-directed lifelong learning that are necessary for students to succeed in English-medium study in tertiary education.

2. Pre-requisites and co-requisites

The course does not have pre-requisites or co-requisites. Students are pre-registered based on their English proficiency upon admission to the University.

3. Aims of the course:

a) Course Intended Learning Outcomes (CILOs)

Language Development	<ul style="list-style-type: none">a. select language appropriate for the audience, context, and purpose, for spoken and written contexts.b. express ideas appropriately with range and complexity in vocabulary and sentence structures; and develop clear pronunciation.c. elaborate and organize logical ideas into clear central points/theses in speaking and writing.d. interact with others' ideas to contribute and communicate in group contexts.
Academic Literacy	<ul style="list-style-type: none">e. analyse problems and provide solutions in speaking and writing.f. use appropriate sources to support ideas; summarise ideas from multiple sources to build central ideas/theses.
Lifelong Learning	<ul style="list-style-type: none">g. apply learning strategies including goal setting, evaluating learning strategies and resources, and self-reflection to become an effective learner.

b) Core Areas for Learning (CAs)

(Language Form and Accuracy) Written Language (WL) and Spoken Language (SL) – Including selecting language appropriate for the audience, context, and purpose; expressing ideas appropriately with range and complexity in vocabulary and sentence structures; recognizing errors; proofreading and editing skills; and developing clear pronunciation.

(Language Meaning) Substance (SU) and Coherence (CO) – including strategies for elaborating, substantiating, and organizing ideas logically in speaking and writing.

(Language Use) Interaction (IN) – including strategies to keep a discussion going and move it forwards constructively.

(Lifelong Learning) Being an Effective Learner (EL) – including proactive practices such as goal setting, identifying language strengths and weaknesses, evaluating learning strategies and resources, self-reflection, and seeking, giving, and acting on feedback.

(Evaluation of Information and Sources) Synthesis (SY) – including finding and using appropriate sources to support ideas; summarising ideas from multiple sources to build central ideas/theses.

4. Course assessment

Assessment	Description	Weighting	CILOs covered	CAs assessed
Unit 1: Learning and Being at University				
a) My Mission Statement (written)	*Students write a short expository paragraph (~ 200 words) on their plans at university and beyond	5%	a, b, and c	WL
b) Mini Self-study Project (written/spoken)	*Students plan, complete and report on a 5-week self-study project on one core area for learning (~ 300-word writing or 2- to 3-minute speaking)	10%	a, b, e, f, and g	EL and WL/SL
Unit 2: The Future – The Time Capsule Project				
a) How I Handle a Difficult Situation/Problem (spoken)	*Students give a short, spoken monologue (~ 2 minutes) to share what difficult solution/problem they encounter and how they solve it	5%	a, b, c, and e	SL and SU
b) Discussions	*Students participate and interact in a group discussion (~ 15 minutes) to arrive at a consensus or an agreement	20%	a, b, c, d, e, and f	SL, SU, CO and IN
c) Final submission for Project (written/spoken)	*Students explain why group's capsule should be nominated for Time Capsule Project (~ 400-word writing or 3- to 4-minute speaking)	20%	a, b, c, d, and f	WL/SL, SU and CO
End-of-Course: Language Proficiency Assessment (LPA)				
a) Speaking test	*Students provide solution(s) to a given problem (2 - 3 minutes)	15%	a, b, c, and e	SL and CO
b) Writing test	*Students write a short expository essay on a given topic related to the future (300 - 350 words)	15%	a, b, c, and f	WL and CO
Self-directed learning (SDL) and electives online coursework	*Students complete a combination of out-of-class online tasks that support their in-class work, overall course work, language, and communication learning needs.	7%	g	N.A.
Reflective Task:				
Discussion practice (written/spoken)	*Students reflect on their discussion skills to help prepare for assessed discussions.	3%	g	EL

5. Course Content

a) Course topics

Week	Course Topics
1(<i>Start Unit 1</i>)	<ul style="list-style-type: none">Introducing Theme of Unit 1 – Learning and Being at University; Responsible Learning
2	<ul style="list-style-type: none">Reflective Learning; Social Learning
3	<ul style="list-style-type: none">Consultations (for Mini Self-study Project)
4(<i>Start Unit 2</i>)	<ul style="list-style-type: none">Introducing Theme of Unit 2 – The Future and Time Capsule Project; Writing Clearly #1 – Well-organized Paragraphs
5	<ul style="list-style-type: none">Writing Clearly #2 – Coherence and Cohesion; Speaking Clearly #1 – Well-organized Structure/Flow
6	<ul style="list-style-type: none">Managing and Participating in Discussions
7	<ul style="list-style-type: none">Discussion Practice and Self-reflection; Speaking Clearly #2 – Pronunciation and Connected Speech
8	<ul style="list-style-type: none">Consultations (for selection of electives & related issues, clarification for discussion assessment and Mini Self-study Project)
9	<ul style="list-style-type: none">Discussion Skills Assessment (assessed in class)
10	<ul style="list-style-type: none">Managing Content and Summarizing Skills; Understanding Differences in Written and Spoken Language
11	<ul style="list-style-type: none">Consultations (for preparing for Time Capsule Project, and Language Proficiency Assessment (LPA) - Speaking and Writing Tests)
12(<i>Start LPA</i>)	<ul style="list-style-type: none">Preparation for LPA; Speaking Test (assessed in class)
13	<ul style="list-style-type: none">Speaking Test and Writing Test (assessed in class)

b) Summary of skills covered

Unit 1 – Learning and Being at University and Mini Self-study Project

- Develop effective language and learning habits and practices
- Evaluate useful resources and learning strategies
- Plan and execute Mini Self-study Project on a core area for learning

Unit 2 – The Future and Time Capsule Project

- Develop writing skills – appropriate language and vocabulary; well-organized paragraph structure; supported central ideas/theses; effective coherence/cohesion; appropriate selection and summary of ideas (substance)
- Develop speaking skills – appropriate language and vocabulary; well-organized speaking structure/flow; appropriate pronunciation and (connected) speech to achieve natural/fluent speech
- Develop discussion skills – appropriate language and vocabulary; well-organized discussion structure/flow; effective strategies
- Develop language skills on differentiating between written and spoken language features
- Develop reflective skills (spoken/written) on language learning and progress