

CORE1402 – English for University Studies

1.Course Information

LANG1002 is a three-credit core course developed for first year students. It is the first of two one-semester courses which students take in order 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 supports students with academic literacy skills. It aims at enhancing underlying core areas of learning - e.g. Language form and accuracy in spoken and written contexts; Language meaning and use; 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 into different streams based on their English proficiency upon admission to the University.

3.Aims of the course:

a) Intended Learning Outcomes (ILOs)

Language Development	<ul style="list-style-type: none">a. select language appropriate for the audience, context and purpose; for spoken and written contextsb. express complex ideas precisely with range and complexity in vocabulary and sentence structures; and develop clear pronunciation.c. elaborate, substantiate, and organize logical ideas into clear central points/theses and perspectives in speaking and writing.d. interact with others' ideas to contribute and communicate in group contexts.e. analyse different audiences for different purposes, and apply strategies to inform, interest, and persuade an audience.
Academic Literacy	<ul style="list-style-type: none">f. critique ideas, analyse problems, evaluate solutions, and consider multiple perspectives in speaking and writing.g. find, evaluate, and use appropriate sources and citations to support ideas; synthesize ideas from multiple sources to build central ideas/theses, and paraphrase sources effectively.
Lifelong Learning	<ul style="list-style-type: none">h. apply learning strategies including goal setting, evaluating learning strategies and resources, 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	ILO's covered	CAs assessed
Unit 2: Academic Writing Task 1 – Paragraph on The Future	Students write an expository paragraph on an important future idea.	5%	b,d	WL
Unit 2: Academic Speaking Task 1 - Discussion skills Assessment	Students give a spoken monologue to express an future idea and justify why they think it is important. Students participate and interact in a academic group discussion.	20%	a,f,g	SL
Unit 3: Academic Speaking & Writing Task 2 - Summarising different perspectives assessment	Academic Speaking Task 2 - (15%) Students give a short speech to summarise their chosen topics and preview the ideas and perspectives in their Academic Writing Task 2 Academic Writing Task 2 – (30%) Students write a short academic essay to elaborate the importance of a future idea and summarising different perspectives within their chosen topic area.	45%	a,b,c,e,f,g	SL and CO WL, SU, and CO
Self-directed learning online coursework	Students complete a combination of out of class online tasks that will support both their in class and course work and their overall language and communication learning needs.	15%	h	N/A
Reflective Task 1	Students will reflect on their Written Language (WL) OR Spoken Language (SL) learning development and progress in Unit 1 & 2	5%	h	EL
Reflective Task 2	Students will reflect on their development and progress in Written Language (WL) OR Spoken Language (SL) learning AND another Core Area e.g. Interaction (IN) , Substance (SU), Coherence (CO) throughout the overall course	10%	h	EL

5. Course Content

Course topics

Week	Course Topics
1	<ul style="list-style-type: none"> Introduce English Language Learning for University Studies Develop effective language and learning habits and practices Evaluate useful resources and learning strategies
2	<ul style="list-style-type: none"> Select appropriate spoken and written language and style for the audience and task
3	<ul style="list-style-type: none"> Develop constructive discussion skills
4	<ul style="list-style-type: none"> Develop and support central ideas and theses
5	<ul style="list-style-type: none"> Utilise multiple perspectives in academic discussions

6	<ul style="list-style-type: none"> • Consultations
7	<ul style="list-style-type: none"> • Discussion Skills Assessment
8	<ul style="list-style-type: none"> • Produce organised and coherent short speeches • Use appropriate vocal strategies • Develop natural and fluent speech
9	<ul style="list-style-type: none"> • Produce Spoken reflection tasks on language learning and progress • Produce coherent texts
10	<ul style="list-style-type: none"> • Paraphrase and summarise sources
11	<ul style="list-style-type: none"> • Select appropriate language and style for academic writing
12/13	<ul style="list-style-type: none"> • Consultations

Unit 1 – Language and Learning at University

- Develop effective language and learning habits and practices
- Evaluate useful resources and learning strategies
- Select appropriate spoken and written language and style for the audience and task

Unit 2 – Speaking at University

- Develop constructive discussion skills
- Develop and support central ideas and theses
- Utilise multiple perspectives in academic discussions
- Produce organised and coherent short speeches
- Use appropriate vocal strategies
- Develop natural and fluent speech
- Produce Spoken reflection tasks on language learning and progress

Unit 3 - Writing at University

- Produce coherent texts
- Paraphrase and summarise sources
- Select appropriate language and style for academic writing