

## CORE 1404 – Advanced Academic English for University Studies

### 1.Course Information

CORE 1404 is a three-credit core course developed for first-year students. Students attend three hours of class and complete up to six hours of out-of-class work per week. This is an English for Academic Purposes (EAP) course that puts a strong emphasis on developing university-level academic literacy and communication competence in writing, speaking, and multimodal contexts. The course introduces students to research skills using university library resources for finding and evaluating sources for academic writing and speaking tasks. It expects students to be critical readers and writers, synthesizing ideas when developing a coherent argument. The course also aims to develop students' competence in communicating effectively in an academic community, developing the ability to collaborate both as a member of a group and assuming responsibility as a discussion facilitator in the context of student-led seminars. Throughout the course, students are expected to transfer and adapt their knowledge, attitudes and habits for autonomous lifelong learning

### 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"><li>a) In spoken, written, and multimodal academic contexts, analyze language and rhetorical strategies appropriate for different audiences, contexts, purposes, and genres.</li><li>b) In spoken, written, and multimodal academic communication, construct strong arguments and effectively integrate a range of rhetorical strategies.</li><li>c) Demonstrate abilities and a range of strategies to communicate, contribute, and collaborate effectively in individual and group contexts in academic settings and student-led seminars.</li></ul>
Academic Literacy	<ul style="list-style-type: none"><li>d) Develop academic literacy skills through finding, evaluating and using appropriate academic sources and citations; effectively synthesize ideas from multiple sources; and paraphrase and summarize sources effectively.</li></ul>
Lifelong Learning	<ul style="list-style-type: none"><li>e) With self-reflection in individual and group settings, apply learning strategies including goal setting, learning strategies, and resources to become effective lifelong learner; demonstrate the ability to transfer and adapt these skills and knowledge to other contexts.</li></ul>

## b) Core Areas for Learning (CAs)

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

**Substance (SU) and Coherence (CO)** – including strategies for elaborating, substantiating and organizing logical ideas into strong arguments in speaking and writing.

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

**Synthesis (SY)** – including finding, evaluating and using appropriate sources and citations to support arguments; synthesizing ideas from multiple sources to build an argument, and paraphrasing sources effectively.

**Multimodality (MM)** including using a range of modes (e.g., audio, graphics, video) to communicate

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

## 4. Course assessment

Assessed Task	Description	Weighting	CILOs	CAs
Annotated Bibliography (Individual)	Students will research a topic and write an annotated bibliography (eg summarizing, critiquing).	15%	a, b, c, d	SY SU WL
Student-led Seminar (Individual)	A group of students will lead a seminar to present and synthesize their research on a shared topic with individual students presenting and facilitating discussions.	25% (5% + 20%)	a, b, c, d	SY SU WL SL
Project - Multi-modal Electronic Magazine (Individual and group)	A group of students will create an e-magazine on a shared topic to present and synthesize their research and seminar discussions. Individual students will write sections of the magazine.	35% (20% + 15%)	a, b, c, d	SY SU WL CO
Self-reflection (Individual)	Students will write reflections on their effectiveness as learners during the course.	15%	e	EL
Self-directed Learning, including library workshop (Individual)	Students will complete a combination of out-of-class and blended tasks that support their understanding and application of course content.	10%	a, b, c, d	N/A

## 5. Course Content

### a) Course topics

Week	Course Topics
1	<ul style="list-style-type: none"> <li>Introduction to course, blended learning, and class</li> </ul>
2	<ul style="list-style-type: none"> <li>Academic communication at university, team roles, and discussion skills</li> </ul>

3	<ul style="list-style-type: none"> <li>Library research &amp; finding and evaluating sources</li> </ul>
4	<ul style="list-style-type: none"> <li>Lateral reading &amp; language and genre</li> </ul>
5	<ul style="list-style-type: none"> <li>Rhetoric and argumentation</li> <li>Seminar and academic discussion practice</li> </ul>
6	<ul style="list-style-type: none"> <li>Audience awareness in writing and speech</li> <li>Citing, referencing, and synthesizing sources</li> </ul>
7	<ul style="list-style-type: none"> <li>Language style and register</li> <li>Multimodal communication</li> </ul>
8	<ul style="list-style-type: none"> <li>Consultations on bibliographies and requirements of seminar</li> <li>Preparation of e-magazine</li> </ul>
9	<ul style="list-style-type: none"> <li>Student-led seminars 1 &amp; 2</li> </ul>
10	<ul style="list-style-type: none"> <li>Student-led seminars 3 &amp; 4</li> </ul>
11	<ul style="list-style-type: none"> <li>Student-led seminars 5 &amp; 6</li> </ul>
12	<ul style="list-style-type: none"> <li>Consultations and e-magazine group work</li> </ul>
13	<ul style="list-style-type: none"> <li>Presentation/exhibition of final projects</li> </ul>

## **b) Summary of skills covered**

### **Unit 1 – Getting started**

Unit 1 introduces the course, key components of the course, and your classmates while exploring academic communication at the university level

### **Unit 2 – Developing ideas**

Unit 2 focuses on skills related to the research process, evaluating sources, synthesizing ideas, and citing sources in in-text citations and references. This includes topics related to language development and argumentation.

### **Unit 3 - Presenting and reflecting**

Unit 3 focuses on two activities for presenting research in speech and text: the student-led seminar and the e-magazine. The unit will also include opportunities to reflect on your learning in the course.