

### 1.Course Information

LANG1402 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 for 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"> <li>a. select language appropriate for the audience, context and purpose; for spoken and written contexts</li> <li>b. express complex ideas precisely with range and complexity in vocabulary and sentence structures; and develop clear pronunciation.</li> <li>c. elaborate, substantiate, and organize logical ideas into clear central points/theses and perspectives in speaking and writing.</li> <li>d. interact with others' ideas to contribute and communicate in group contexts.</li> <li>e. analyse different audiences for different purposes, and apply strategies to inform, interest, and persuade an audience.</li> </ul> |
| Academic Literacy    | <ul style="list-style-type: none"> <li>f. critique ideas, analyse problems, evaluate solutions, and consider multiple perspectives in speaking and writing.</li> <li>g. find, evaluate, and use appropriate sources and citations to support ideas; integrate ideas from multiple sources to build central ideas/theses, and paraphrase sources effectively.</li> </ul>   |
| Lifelong Learning    | <ul style="list-style-type: none"> <li>h. apply learning strategies including goal setting, evaluating learning strategies and resources, self-reflection to become an effective learner.</li> </ul>  |

## b) Core Areas for Learning (CAfLs)

**(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.

#### 4. Course assessment

##### Assessment Overview

| Graded Assessments                            | Descriptions of the Assessments   | CLE Core Areas for Learning   | Common Core competencies   |
|---|---|---|--|
| Unit 2 & 3 Coursework (80%)                   | <b>Unit 2 – Exploring the future</b>  |   | <b>1. Communication</b><br><br>CM01-Language meaning (CO) (SU)<br><br>CM02 Language accuracy & form (SL) (WL)<br><br>CM03-Language use (IN)          |
|   | <b>Speaking Task 1 (ST1): (25%) -</b><br><br>Discussion Skills Assessment   | <ul style="list-style-type: none"> <li>Spoken language (SL)</li> <li>Interaction (IN)</li> </ul>                        |  |
|   | <b>Unit 3 – Exploring future problems and solutions</b>   |   |  |
|   | <b>Speaking Task 2 (ST2): (20%): Summarising Different Perspectives Assessment:</b><br><br>Short Speech (2.5-3min)      | <ul style="list-style-type: none"> <li>Spoken language (SL)</li> <li>Coherence (CO)</li> </ul>                          |  |
|   | <b>Writing Task (WT): (35%): Summarising Different Perspectives Assessment:</b><br><br>Short Essay (800words)           | <ul style="list-style-type: none"> <li>Written language (WL)</li> <li>Coherence (CO)</li> <li>Substance (SU)</li> </ul> |  |
| Self-Directed Learning (SDL) Assessment (20%) | <b>Out of class work: 4 x SDL Tasks (12%)</b>   | Graded on completion  | <b>2. Personal development</b><br><br>PD02-Lifelong learning (EL) <ul style="list-style-type: none"> <li>Being an Effective Learning (EL)</li> </ul> |
|   | <b>SDL Elective (3%)</b>  | Graded on completion  |  |
|   | <b>Reflective Task –</b> (Written submission 3-400 words) <b>(5%)</b><br>Reflect on (SL) or (WL) / or / (IN), (SU) (CO) | Graded on completion  |  |

## 5. Course Content

### Course topics

| Week  | Course Topics   |
|-------|---|
| 1     | <ul style="list-style-type: none"><li>• Introduce English Language Learning for University Studies</li><li>• Develop effective language and learning habits and practices</li><li>• Evaluate useful resources and learning strategies</li></ul> |
| 2     | <ul style="list-style-type: none"><li>• Select appropriate spoken and written language and style for the audience and task</li></ul>  |
| 3     | <ul style="list-style-type: none"><li>• Develop constructive discussion skills</li></ul>  |
| 4     | <ul style="list-style-type: none"><li>• Develop and support central ideas and perspectives</li></ul>  |
| 5     | <ul style="list-style-type: none"><li>• Utilise multiple perspectives in academic discussions</li><li>• Feedback giving</li></ul>   |
| 6     | <ul style="list-style-type: none"><li>• Consultations</li></ul>   |
| 7     | <ul style="list-style-type: none"><li>• Discussion Skills Assessment</li></ul>  |
| 8     | <ul style="list-style-type: none"><li>• Exploring different perspectives in writing</li></ul>   |
| 9     | <ul style="list-style-type: none"><li>• Paraphrase and summarise sources</li><li>• Produce coherent texts</li></ul>   |
| 10    | <ul style="list-style-type: none"><li>• Select appropriate language and style for academic writing</li></ul>  |
| 11    | <ul style="list-style-type: none"><li>• Select appropriate language and style for academic writing</li><li>• Produce organised and coherent short speeches</li></ul>  |
| 12/13 | <ul style="list-style-type: none"><li>• Use appropriate vocal strategies</li><li>• Consultations</li></ul>  |

#### 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 – Exploring the future

- Develop constructive discussion skills
- Develop and support central ideas and theses
- Utilise multiple perspectives in academic discussions

#### Unit 3 - Exploring future problems and solutions

- Exploring different perspectives in writing
- Produce coherent texts
- Paraphrase and summarise sources
- Select appropriate language and style for academic writing
- Produce organised and coherent short speeches
- Use appropriate vocal strategies