

English for Academic Studies 1 (O000132)

Course size (nominal values; actual values may depend on programme)

Credits 5.0 Study time 150 h Contact hrs 60.0 h

Course offerings and teaching methods in academic year 2019-2020

A (semester 1)	English	group work	25.0 h
		self-reliant study	5.0 h
		activities	
		lecture	30.0 h
B (semester 2)		lecture	30.0 h
		group work	25.0 h
		self-reliant study	5.0 h
		activities	

Lecturers in academic year 2019-2020

Dunne, Michael	KR01	lecturer-in-charge
Ozelton, Jonathan	KR51	co-lecturer

Offered in the following programmes in 2019-2020

	crdts	offering
Credit contract within Ghent University Global Campus	5	B
Bachelor of Science in Environmental Technology	5	A
Bachelor of Science in Food Technology	5	A
Bachelor of Science in Molecular Biotechnology	5	A
Joint Section Bachelor of Science in Environmental Technology, Food Technology and Molecular Biotechnology	5	A

Teaching languages

English

Keywords

Academic English, Communicative Skills, Writing Skills, Reading Skills, Listening Skills

Position of the course

This course aims to strengthen students' proficiency in English in an academic context. It offers an introduction to a number of essential academic communicative skills, including strategies for effective reading, writing, speaking and listening that students will be able to utilise throughout their university-level academic studies.

Contents

The course is organised into two modules: Reading & Writing for Academic Study (RWAS), taking place in larger groups over two classes; and Listening & Speaking for Academic Study (LSAS), occurring in smaller groups in one longer class.

RWAS - READING & WRITING FOR ACADEMIC STUDY

Aims

To equip students with the requisite language, core strategies and skills that will enable them to read and write within a range of undergraduate-level academic contexts.

Content

Reading-focused lessons using source texts to provide students with information to support their ideas in their written assignments.

Reading-related Skills

- *identifying purpose and structure in texts*
- *annotating texts and developing note-taking skills*
- *reading strategies for dealing with long texts*

- *introduction to abstracts, keywords, and referencing in academic texts*

Writing Skills

- *paraphrasing and summarising, using notes to write, development of vocabulary*
- *correctly understanding the question, and using planning and organization to give an on-topic response*
- *paragraph construction: understanding and writing effective topic and concluding sentences*
- *support sentences: finding and incorporating suitable evidence to support ideas*
- *recognition of linguistic features used in academic writing (e.g. active vs passive voices; nominalization for subject focus; sequencing words; coherence and cohesion elements) and an ability to incorporate such features in written responses*

Additional Skills

- *awareness and understanding of cross-cultural communication (including forms of address for university staff, formal emails)*
- *using a framework to develop self-review and editing skills in the areas of language, structure and ideas.*
- *experience in working in peer-review groups to discuss improvements in the areas of language, structure and ideas.*

LSAS - LISTENING & SPEAKING FOR ACADEMIC STUDY

Aims

To equip students with the necessary language, strategies and skills for understanding academic lectures, taking notes and participating in academic discussions at an undergraduate level.

Content

Students will be introduced to different aspects of lecture language, and develop skills to take notes from academic lectures. Students will also be shown the various aspects in successful academic discussion, and have substantial opportunity to practice them.

Listening

- *lecture language including signals to introduce new ideas, transitions, generalisations, cause and effect and comparisons*
- *identifying structure, main ideas, support detail and examples*
- *predicting content and understanding new subjects and concepts*
- *development of note-taking skills while listening*

Speaking

- *understanding and practicing characteristics of successful group discussion: giving and asking opinions, agreeing and disagreeing, asking for elaboration, reaching a compromise, paraphrasing and citing others.*
- *Developing interaction, content, language use, fluency, and pronunciation in academic discussions*

Initial competences

Students should have at least B1+ proficiency across all four skills (speaking, listening, reading, and writing) and have familiarity with basic academic writing, appropriate to the level of TOEFL 72+ or IELTS 5.5

Final competences

- 1 The ability to apply a range of skills and sub-skills to improve their performance in academic reading.*
- 2 An understanding of what is typically expected in written examinations and coursework assignments at the undergraduate level and the study approaches needed to meet these requirements and the ability to correctly read a question and provide a suitable on-topic response.*
- 3 An awareness of the requirements and features of academic writing and the ability to use these in context and an understanding of how to format and structure academic written work.*
- 4 The ability to review, correct and edit a sample of writing to make improvements in language, structure and communication of ideas.*
- 5 Effective listening and note-making strategies to assist them in their comprehension of academic lectures.*
- 6 A better understanding of the requirements of effective spoken academic discussion and the ability to communicate ideas and arguments effectively in oral contexts and to evaluate and respond appropriately to those of others.*
- 7 The capacity for effective group work and sharing responsibility within a team.*

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, lecture, self-reliant study activities

Learning materials and price

- *Materials will be provided through the Minerva platform. It is students' responsibility to download and print-out the texts etc.*
- *Students are required to purchase a binder (with clear pockets), in which to store their work, accompanied by individual lined-paper sheets. A notebook is required for vocabulary and also is acceptable for note-taking practice as part of the LSAS module.*

References

Finally, it is recommended students purchase their own grammar textbook and/or writing self-reference textbook to support learning in the first year. These will be useful as a self-reference collection throughout your four years at Ghent University.
Paterson, Ken & Wedge, Roberta (2013) Oxford Grammar for EAP: English grammar and practice for academic purposes. Oxford: Oxford University Press
Bailey, Stephen (2018) Academic Writing: A handbook for international students. 5th edition. London: Routledge

Course content-related study coaching

Counselling is offered to help students process the subject matter and attain the learning outcomes.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, oral examination

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Participation, assignment, skills test

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

An exam during the second examination period is possible, but in a modified form (e.g. an individual oral examination in lieu of a group discussion).
During the second examination period, the non-period evaluation cannot be retaken. Therefore, the final score for the second examination period is calculated in two ways. The first calculation takes into account both the score of the non-period evaluation (that is, the score obtained during the first examination period, up to a maximum of 8) and the score of the second examination period (up to a maximum of 12). The second calculation only takes into account the score of the second examination period (up to a maximum of 20). The final score for the second examination period is then equal to the higher of these two scores.

Calculation of the examination mark

CONTINUOUS ASSESSMENT (NON-PERIODIC) - 40%

10% - LSAS module

Participation score for oral group discussions

30% - RWAS module

A number of progressive writing tasks along with feedback/peer-review sessions.

END-OF-TERM EVALUATION (PERIODIC) - 60%

40% - Final exam paper - skills tests based on RWAS module, with longer reading and writing questions.

20% - Group Discussion (Oral Examination)

Students who eschew period aligned and/or non-period aligned evaluations for this course unit may be failed by the examiner.