



English for Academic Studies 1 (O000132)

Wegens Covid19 kan mogelijk afgeweken worden van de onderwijs- en evaluatievormen. Dergelijke afwijkingen zullen via Ufora worden gecommuniceerd.

Cursusomvang (nominale waarden; effectieve waarden kunnen verschillen per opleiding)  
Studiepunten 5.0 Studietijd 150 u Contacturen 60.0 u

Aanbodsessies en werkvormen in academiejaar 2020-2021

A (semester 1)	Engels	Incheon	werkcollege: geleide oefeningen	10.0 u
			werkcollege	20.0 u
			hoorcollege: response college	30.0 u
B (semester 2)			hoorcollege: response college	30.0 u
			werkcollege: geleide oefeningen	10.0 u
			werkcollege	20.0 u

Lesgevers in academiejaar 2020-2021

Dunne, Michael	KR01	Verantwoordelijk lesgever
Ziller, David	KR01	Medewerker
Ozelton, Jonathan	KR51	Medelesgever

Aangeboden in onderstaande opleidingen in 2020-2021

	stptn	aanbodsessie
<a href="#">Opleidingsonderdelen via creditdoelcontract Ghent University Global Campus</a>	5	B
<a href="#">Bachelor of Science in Environmental Technology</a>	5	A
<a href="#">Bachelor of Science in Food Technology</a>	5	A
<a href="#">Bachelor of Science in Molecular Biotechnology</a>	5	A
<a href="#">Joint Section Bachelor of Science in Environmental Technology, Food Technology and Molecular Biotechnology</a>	5	A

Onderwijstalen

Engels

Trefwoorden

*Academic English, Writing Skills, Reading Skills, Communicative Skills, Collaboration Skills*

Situering

*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 and writing, group discussion and collaboration that students will be able to utilise throughout their university-level academic studies.*

Inhoud

*The course is organised into two modules: Reading & Writing for Academic Study (RWAS), meeting once per week; and Listening & Speaking for Academic Study (LSAS), meeting once per week.*

**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
- writing with citations and appropriate referencing

### 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

- identifying structure, main ideas, support detail and examples
- 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
- learning team-work and collaboration through group-interaction skills

## Begincompetenties

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

## Eindcompetenties

- 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.

## Creditcontractvoorwaarde

Toelating tot dit opleidingsonderdeel via creditcontract is mogelijk mits gunstige beoordeling (Goedgekeurd)

van de competenties

Examencontractvoorwaarde

Dit opleidingsonderdeel kan niet via examencontract gevolgd worden

Didactische werkvormen

Werkcollege, werkcollege: geleide oefeningen, hoorcollege: response college

Leermateriaal

- *Materials will be provided through the Ufora platform. It is students' responsibility to download and print-out the texts etc.*

Referenties

*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*

Vakinhoudelijke studiebegeleiding

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

Evaluatiemomenten

periodegebonden en niet-periodegebonden evaluatie

Evaluatievormen bij periodegebonden evaluatie in de eerste examenperiode

Schriftelijk examen met open vragen, mondeling examen

Evaluatievormen bij periodegebonden evaluatie in de tweede examenperiode

Schriftelijk examen met open vragen, mondeling examen

Evaluatievormen bij niet-periodegebonden evaluatie

Participatie, werkstuk, vaardigheidstest

Tweede examenkans in geval van niet-periodegebonden evaluatie

Examen in de tweede examenperiode is enkel mogelijk in gewijzigde vorm

Toelichtingen bij de evaluatievormen

*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.*

Eindscoreberekening

*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.*

- *Dates for assignments and corresponding feedback sessions are published through Ufora at the beginning of the semester. Students who eschew submissions or have unjustified absences on feedback session dates will receive no score on that assignment.*
- *Students with justified absences on the specified days will need to complete an equivalent task or evaluation.*

*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 must pass both periodic evaluations (i.e. the Written Exam + Oral Exam), in order to pass the course.*
- *When a student scores less than 10/20 for at least one of the above examinations, the Final score will be reduced to the highest non-deliberative mark (7/20).*