Module title	English Language Skills for Undergraduate Studies
Module code	INT1001
Academic year(s)	2015/6
Credits	30

Basic module details

Module staff

- - Lecturer

Duration (weeks) - term 1	12
Duration (weeks) - term 2	12
Duration (weeks) - term 3	3
Number students taking module (anticipated)	180

Description - summary of the module content

Module description

This module will improve your language proficiency within the context of business studies, in order to develop your ability to read complex academic texts and to extract and evaluate the relevant information; to produce written assignments in an appropriate format following academic conventions; to develop fluency and confidence in seminar discussions and the delivery of presentations, and to enhance your ability to extract relevant information from lectures.

Module aims - intentions of the module

Module aims

This module aims to provide students who already have a degree of proficiency in spoken and written language skills to develop and strengthen the skills of reading, writing, listening and speaking in an academic context.

During the seminar skills classes the aim is to develop confidence, fluency and accuracy when participating in seminar discussion, presenting the outcome of personal research to a group or listening to speakers. In their academic writing skills classes the core aim is that students will develop awareness and proficiency in essential skills when undertaking written assignments both on the current diploma and in their subsequent study programme. The module will include a written assignment based on extensive reading and some library-based research, with a presentation of the results.

Intended learning outcomes (ILOs)

ILO: Module-specific skills

1. use language creatively and flexibly for a range of purposes and audiences
2. engage actively in discussion and show awareness of the communicative needs of others
3. engage in analytical and evaluative thinking
4. research effectively and use target language source materials appropriately
5. extract and synthesise key information from a range of written and spoken sources
6. take accurate and effective notes
7. organise and present ideas within the framework of a structured and reasoned argument
8. monitor your writing for good academic practice that avoids plagiarism

ILO: Discipline-specific skills

9. participate effectively in key elements of their taught programme, which involves operating in the general field of business studies
10. engage in research relating to their specific subject area

ILO: Personal and key skills

11. deliver an effective presentation
12. use spoken and written language skills competently in English
13. use technology relevant to their studies, e.g. library catalogues, word-processing packages, VLE, PowerPoint
14. work co-operatively with others and provide and make use of effective feedback on tasks

Syllabus plan

Syllabus plan

The four skills areas will be covered concurrently in class time. Subskills will be covered sequentially.

Spoken Language Skills

1. Group discussion skills: using language appropriately, flexibly and creatively; formulating questions about what they have heard to initiate discussion; showing awareness of other people's communicative needs by supporting and encouraging their contributions.
2. Presentation skills: presenting a topic which students have researched to their group, having organised material to ensure clarity and coherence.
3. Listening, comprehension and note-taking skills.

Written Language Skills

- Reading skills: understanding the structure and ideas of complex, unsimplified written text; adopting an analytical approach to text, *e.g.* compare different writers' views.
- Techniques for monitoring understanding: engaging with text content; relating it to their own knowledge base in order to monitor their own understanding; developing vocabulary which is related to their field of academic study, *i.e.* business.
- Research and writing skills: analysis of essay titles and establishing the focus required to answer the question.
- Evaluating sources for their relevance and academic credibility.
- Locating information from a variety of text types.
- Effective notetaking for assignments.
- Synthesising information from different sources.
- Supporting arguments using source material through summary, paraphrase, quotation.
- Making clear and correctly formatted references to sources.
- Compiling lists of references according to the Harvard convention.
- Monitor their writing for good academic practice which avoids plagiarism, using Turnitin.
- Completing a written assignment relevant to business studies in line which academic conventions.

Learning and teaching

Learning activities and teaching methods (given in hours of study time)		
Scheduled Learning and Teaching Activities	**Guided independent study**	**Placement / study abroad**
156	144	0

Details of learning activities and teaching methods		
Category	**Hours of study time**	**Description**
Written language skills	78	Classes – teacher led, you will need to prepare for each session.
Spoken language skills	78	Classes– teacher led, you will need to prepare for each session.
Guided independent learning	46	Materials on ELE- preparation for assessed activities.
Assigned tasks & assessment	98	Home study - reading and preparation.

Assessment

Formative assessment			
Form of assessment	**Size of the assessment (eg length / duration)**	**ILOs assessed**	**Feedback method**
Group presentation	10-20 minutes (5 minutes per student), Terms 1 or 2	1-5, 7, 9-14	Written and spoken teacher and peer feedback
Listening and notetaking Exam	70 minutes, Term 1	3, 5, 6, 9	Written & spoken teacher feedback
Seminar	20-30 minutes (5 minutes per student), Terms 1 or 2	1-7, 9, 10, 12, 14	Written and spoken teacher and peer feedback
Draft written assignment	800-1,000 words, excluding list of references, Term 1	1,3-5, 7-10, 12-14	Written and spoken teacher feedback

Summative assessment (% of credit)		
Coursework	**Written exams**	**Practical exams**
30	35	35

Details of summative assessment				
Form of assessment	**% of credit**	**Size of the assessment (eg length / duration)**	**ILOs assessed**	**Feedback method**
Group presentation	15%	10-20 minutes (5 minutes per student), term 3	1-5, 7, 9,-14	Written teacher feedback
Seminar	20%	20-30 minutes (5 minutes per student, term 3	1-7, 9, 10, 12, 14	Written teacher feedback
Listening and Notetaking Exam 1	7.5%	70 minutes, term 1	3, 5, 6, 9	Written and spoken teacher feedback

Listening and Notetaking Exam 2	7.5%	70 minutes, term 2	3, 5, 6, 9	Written and spoken teacher feedback
Written assignment	30%	1,250-1,500 words, excluding list of references, term 2	1, 3-5, 7-10, 12-14	Written teacher feedback
Reading & Writing Exam 1	5%	1.5 Hours, term 1	1, 3, 5, 7, 8, 12	Written and spoken teacher feedback

Re-assessment

Details of re-assessment (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Timescale for re-assessment
Group presentation	Individual presentation (5minutes)	1-5, 7, 9-14	Before exam board
Seminar	Interview (10 minutes)	1-7, 9, 10, 12, 14	Before exam board
Listening and notetaking Exams	Listening Exam	3, 5, 6, 9	Before exam board
Written assignment	Resubmission of original	1, 3-5, 7-10, 12-14	Before exam board
Reading & Writing Exam	Re-examination	1, 3, 5, 7, 8, 12	Before exam board

Re-assessment notes

Reassessment will apply only to the elements that have been failed. The Group Presentation is replaced by an individual one and the Seminar is replaced by an interview since the original assessment is in groups and this would otherwise potentially inconvenience other students who had passed. The questions set for re-assessment will ensure that all the ILOs are met. A referred re-assessment will be capped at 40%.

Resources

Indicative learning resources - Basic reading

Walker, C. (2008). *English for Business Studies*. Reading: Garnet Publishing Ltd.

(2000). *Longman Business English Dictionary*. Harlow: Pearson Education Ltd.

Module has an active ELE page?	Yes

Indicative learning resources - Web based and electronic resources

ELE: http://vle.exeter.ac.uk/course/view.php?id=3291 (Cohort 1) http://vle.exeter.ac.uk/course/view.php?id=3292 (Cohort 2)

Indicative learning resources - Other resources

Corballis, T & Jennings, W. (2008) *English for Management Studies.* Reading: Garnet Publishing Ltd.

McClisky, M. (2008) *English for Banking in Higher Education Studies*. Reading: Garnet Publishing Ltd.

Manning, A., Wilding, E. & Harvey, P. (2007) *Seminars and Tutorials*. Reading: Garnet Publishing Ltd.

Trappe, T. & Tullis, G. (2005) *Intelligent Business Intermediate.* Harlow: Pearson Education Ltd.

Trappe, T. & Tullis, G. (2005) *Intelligent Business Upper Intermediate.* Harlow: Pearson Education Ltd.

Other details

Module ECTS	15

Module pre-requisites

None

Module co-requisites

None

NQF level (module)	4
Available as distance learning?	No
Origin date	16/05/08
Last revision date	31/07/2013

Key words search

Language; discussion; skills; communication; presentation; research;clarity; coherence; listening; comprehension; written; reading; structure;ideas; complex; unsimplified; text; analytical; text; views; content; vocabulary; academic; essay; sources; notetaking; assignments.