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| Module title     | Academic Reading and Writing (Level 1) |
| Module code      | ELC1715                                |
| Academic year(s) | 2015/6                                 |
| Credits          | 15                                     |

## Basic module details

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|--|----|
| Module staff   |    |
| <ul style="list-style-type: none"> <li>John Oldfield Straker - Convenor</li> </ul> |    |
| Duration (weeks) - term 1  | 11 |
| Duration (weeks) - term 2  | 11 |
| Duration (weeks) - term 3  |    |
| Number students taking module (anticipated)  | 15 |

## Description - summary of the module content

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| Module description  |
| <p>This module is suitable for students of English as a foreign language working at Common European Framework (CEF) reference level B2 towards C1. You will find this module very useful in developing your skills in academic reading and writing and it will actively help you engage in the reading and writing tasks required by your other University modules. It is suitable for students from all subject areas. We take a process approach to writing. This means that you will have the opportunity to revise and develop drafts following feedback from your teacher and peers. There are no pre-requisite modules; however, you will normally be required to sit a placement test. Many students taking this module will go on to take ELC 2716.</p> |

## Module aims - intentions of the module

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| Module aims   |
| <p>The module will provide students with essential skills for undertaking academic study through the medium of English. The focus will be on raising students' awareness of the requirements of academic writing in the context of British universities, on strategies and techniques in reading for academic study through English, and on study skills for writing.</p> |

## Intended learning outcomes (ILOs)

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| ILO: Module-specific skills   |
| <ol style="list-style-type: none"> <li>write in English clear, detailed texts;</li> </ol> |

2. synthesise and evaluate information and arguments from a number of sources;
3. introduce and conclude texts appropriately;
4. read English texts with a large degree of independence;
5. draw on a broad, active vocabulary;
6. adapt reading style to different texts and purposes.

#### ILO: Discipline-specific skills

7. communicate effectively in written English in a manner appropriate to their disciplines;
8. report practical procedures in a clear and concise manner;

#### ILO: Personal and key skills

9. apply given methods accurately to a well-defined problem;
10. collect appropriate data from a range of sources;
11. undertake a simple research task with external guidance;
12. work effectively with others as a member of a group;
13. take responsibility for their own learning with appropriate support.

## Syllabus plan

### Syllabus plan

- Stages of the writing process (e.g. generating ideas;; planning and organisation; drafting; editing)
- The language of academic texts (grammar and sentence structure, academic style and vocabulary)
- Different genres of writing with their text structure (e.g. problem-solution, argument)
- Skills and strategies for reading comprehension
- Note-taking
- Paraphrasing, summarising, quotation
- Selecting and using reference sources; writing bibliographies

## 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 |
|--|--------------------------|--------------------------|
| 44   | 106                      |                          |

### Details of learning activities and teaching methods

| Category                                 | Hours of study time | Description  |
|--|---------------------|--|
| Scheduled Learning & Teaching activities | 44                  | Seminars consisting of whole class, individual, pair and group based activities in which students interact with the teacher and each other. Students will be required to participate cooperatively in class activities, which include the construction of texts, including work on key texts (KTs), and giving feedback to others. |
| Guided independent study                 | 50                  | Topic-based reading. Students will be required to keep a reading-response (R-R) journal.   |

|                          |    |   |
|--------------------------|----|---|
| Guided independent study | 34 | Planning, research, drafting and redrafting of KT1 & 2 taking account of tutor and peer feedback. Work to be submitted for assessment as assignment portfolios. |
| Guided independent study | 20 | Weekly tasks and exercises set as homework.   |
| Guided independent study | 2  | Text preparation for the Reading Test.  |

## Assessment

### Formative assessment

| Form of assessment       | Size of the assessment (eg length / duration) | ILOs assessed                 | Feedback method                   |
|--------------------------|---|-------------------------------|-----------------------------------|
| Key text 1               | 500 words                                     | 1,3,5,8,9,12,13               | Tutor & peer (written & verbal)   |
| Key text 2               | 850-1,000 words                               | 1,2,3,4,5,6,7,8,9,10,11,12,13 | Tutor & peer (written & verbal)   |
| Reading-Response Journal |   | 1,2,3,4,5,6,8,9,12,13         | Tutor (written) and peer (verbal) |

### Summative assessment (% of credit)

| Coursework | Written exams | Practical exams |
|------------|---------------|-----------------|
| 60         | 40            | 0               |

### Details of summative assessment

| Form of assessment                                 | % of credit | Size of the assessment (eg length / duration) | ILOs assessed                 | Feedback method                       |
|--|-------------|---|-------------------------------|---------------------------------------|
| Key text 1 portfolio                               | 30          | 600 words (KT1 final draft)                   | 1,3,5,8,9,12,13               | Tutor/2nd marker (written) Transcript |
| Key text 2 portfolio                               | 30          | 1,000 words (KT2 final draft)                 | 1,2,3,4,5,6,7,8,9,10,11,12,13 | Tutor/2nd marker (written) Transcript |
| Written test and combined reading response journal | 40          | 1.5 hours                                     | 1,2,3,4,5,6,8,9,10,12,13      | Transcript Tutor (written)            |

## 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           |
|----------------------------------|--|-------------------------------|---------------------------------------|
| Key text 1 portfolio             | Re-submission of portfolio including revised final draft | 1,3,5,8,9,12,13               | 1st September deadline for submission |
| Key text 2 portfolio             | Re-submission of portfolio including revised final draft | 1,2,3,4,5,6,7,8,9,10,11,12,13 | 1st September deadline for submission |
| Exam (Reading and writing tests) | 1.5 hrs. exam  | 1,2,3, 4,5,6,8,9,10,12,13     | August/September assessment period    |

## Re-assessment notes

Where you have been referred/deferred for KTs, you will be required to resubmit your portfolios, including revised final drafts. This will constitute 60% of the module (7.5 credits). Where you have been referred / deferred for the reading and writing tests (exam), you will be required to sit a second exam during the August/September re-assessment period. This will constitute 40% of the module.

## Resources

### Indicative learning resources - Basic reading

Crème, P. & Lea, M. (2003). Writing at University. Milton Keynes: Open University Press.  
English, F. & Jary, M. (2001) A Handbook for University Study. London: SOAS  
Hamp-Lyons, L. & Heasley, B. (2006). Study Writing. Cambridge: CUP  
McGovern, D. (1994). Reading. Harlow: Prentice Hall.  
Oshima, A & Hogue, A. (2005). Writing Academic English. Harlow: Pearson Education Ltd.  
Swales, J. & Feak, C. (2004). Academic Writing for Graduate Students. Ann Arbor: Michigan University Press  
Wallace, J. W. (2004). Study Skills in English. Cambridge: CUP

|                                |     |
|--------------------------------|-----|
| Module has an active ELE page? | Yes |
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### Indicative learning resources - Web based and electronic resources

Topic based readings for R-R journal:

- Multiculturalism and Regions and Identities
- Environment and Media

### Indicative learning resources - Other resources

INTO Learning Resources Centre Study Skills and Academic Writing materials

## Other details

|             |     |
|-------------|-----|
| Module ECTS | 7.5 |
|-------------|-----|

### Module pre-requisites

None

### Module co-requisites

None

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|--------------------|---|
| NQF level (module) | 4 |
|--------------------|---|

|                                 |    |
|---------------------------------|----|
| Available as distance learning? | No |
|---------------------------------|----|

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| Origin date | 28/08/2015 |
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| Last revision date | 28/08/2015 |
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### Key words search

English for Academic Purposes, Academic reading, Academic writing, Harvard referencing, Essay writing, Academic style, critical thinking, Academic Word List