

Module title	Academic Reading & Writing (Level 2)
Module code	ELC2716
Academic year(s)	2015/6
Credits	15

Basic module details

Module staff	
<ul style="list-style-type: none"> John Oldfield Straker - Convenor 	
Duration (weeks) - term 1	11
Duration (weeks) - term 2	11
Duration (weeks) - term 3	0
Number students taking module (anticipated)	15

Description - summary of the module content

Module description

This module is suitable for students of English as a foreign language working at Common European Framework (CEF) reference level C1 towards C2. You will find this module very useful in refining your skills in academic reading and writing and it will actively help you in the more complex 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 do so as a continuation from ELC 1715.

Module aims - intentions of the module

Module aims

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 in reading for academic study including engaging critically with written texts, and on study skills for writing.

Intended learning outcomes (ILOs)

ILO: Module-specific skills

1. write in English clear well-structured texts on complex subjects;

2. expand and support positions with subsidiary arguments, reasons and relevant examples;
3. manifest in writing a logical structure which helps the reader to find significant points;
4. demonstrate an ability to interpret critically lengthy, complex English texts, whether or not they relate to your own speciality.

ILO: Discipline-specific skills

5. engage, with some guidance, in debate appropriate to your discipline in a professional manner through the medium of written English;
6. report practical procedures in a clear and concise manner in a variety of formats.

ILO: Personal and key skills

7. identify key problems and choose an appropriate method for their resolution;
8. collect appropriate data from a range of sources using appropriate research strategies;
9. interact effectively within a team or learning group, giving and receiving information and ideas and modifying your own responses;
10. take responsibility, where appropriate, for your own learning with minimum direction.

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 and their text structure (e.g. argument texts including expository, challenge, and discussion texts)
- Reading comprehension; reading critically
- Note-taking
- Paraphrasing, summarising, quotation
- Selecting and using reference sources; writing bibliographies
- Conducting a small-scale research task

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	0

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	1,2,3,5,6,7,8,9,10	Tutor & peer (written & verbal)
Key text 2	850-1,000 words	1,2,3,4,5,6,7,8,9,10	Tutor & peer (written & verbal)
Reading-Response Journal		1,2,3,4, 6,7,8,9,10	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)	1,2,3,5,6,7,8,9,10	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	Tutor/2nd marker (written) Transcript
Combined Reading & Writing test (including R-R journal) (test = 25%; RRJ = 15%)	40	1.5 hour + RRJ (kept over 8 weeks)	1,2,3,4, 6,7,8,9,10	Transcript

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	1,2,3,5,6,7,8,9,10	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	1st September deadline for submission

Exam (Reading and writing tests)	1.5 hrs. exam	1,2,3,4, 6,7,8,9,10	August/September assessment period
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Re-assessment notes

Where you have been referred/deferred for KT's, you will be required to resubmit your portfolios, including revised final drafts. This will constitute 60% of the module. Where you have been referred / deferred for the combined writing test, you will be required to sit a second exam during the August/September re-assessment period. This will constitute 40% of the module.

Referred assessments will be capped at the pass mark (40%).

Deferrals: marks for assessments already completed will be included in the mark for the module. Deferred assessments are not capped.

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
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Module pre-requisites

None

Module co-requisites

None

NQF level (module)	5
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Available as distance learning?	No
Origin date	28/08/2015
Last revision date	28/08/2015

Key words search

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