

English for Academia

**Programme(s) in which it is offered: B.A.B.Ed. English, B.Sc.B.Ed.
Mathematics**

Course Category: Core	Schedule of Offering: Even
Course Credit Structure: 4	Course Code: ENG1212
Total Number of Hours: 60	Contact Hours Per Week: 4
Lecture: 3	Tutorial: 1
Practical: 0	Medium of Instruction: English
Date of Revision: 05-02-2022	Skill Focus: Life Skills
Short Name of the Course: EA	Course Stream (Only for Minor Courses): NA
Grading Method: Regular	Repeatable: Credit
Course Level: Intermediate	

Course Description

This is a course in English language skills for academic purposes. Through guided practice, it aims to make students better readers, speakers, and writers, in general as well as in their core discipline of study.

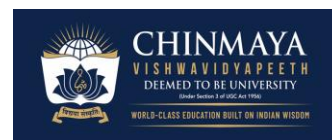
Course Introduction

In the course of a student's life at the university, reading is one of the primary means of gathering information and forming one's own ideas, while writing and presenting remain the means of effectively communicating these ideas and opinions to others. These language skills required in the academic realm are slightly different from those needed for everyday communication, in any language.

Added to the above is the fact that English is an important link language in today's world, as well as the medium of instruction in academic pursuits in the higher education sector. Hence, it becomes necessary for students to be competent in English language, specific to academic contexts, if they have to understand and evaluate information from various sources, and analyse and participate in any contemporary debates and discussions, especially related to their core discipline.

This course has been designed to transform undergraduate students into responsible

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and more self-reliant learners, while becoming more confident and articulate communicators in English, be it in speaking or writing.

Course Objectives

This course aims to:

1. Enable learners to become active listeners and readers of academic lectures and texts
2. Help learners to be better writers in English in academic contexts
3. Equip learners with the essential tools and skills for making academic presentations

Course Outcomes

At the end of this course, learners will be able to:

1. Listen to academic discourses and identify salient information
2. Read, comprehend, analyse, and evaluate a simple academic text in their own discipline of study written in English
3. Appreciate and write informative, descriptive, and argumentative academic pieces in English
4. Make comprehensive and effective academic presentations in English

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
C01						
C02						
C03						
C04						

Prerequisites and other constraints

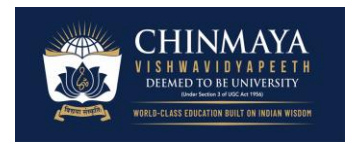
This course has no prerequisites, in terms of other courses to be taken.

However, it is expected that students have an intermediate level (B1) of competence in English language. They must be willing to engage in active listening and reading, drafting and redrafting, and public speaking, as per the requirements of the course. They are also expected to review and comment on each other's work.

Pedagogy

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Since this is course to develop language skills, the teaching methodology will be heavily practice-oriented. Lectures will be followed by students applying the insights presented, within the same sessions. Tutorials will further provide individual attention and focused feedback as they learn to listen to and read academic texts using appropriate strategies for efficient use of time, and attempt diverse techniques to produce written as well as spoken pieces that are clear, coherent and engaging.

Suggested Reading:

Primary Texts:

1. Smith, J., Campbell, C. (2009). *English for Academic Study: Listening: Course Book*. United Kingdom: Garnet Education.
2. McWhorter, K. T. (2014). *Academic Reading: Pearson New International Edition*. United Kingdom: Pearson Education Limited.
3. Bailey, S. (2011). *Academic Writing: A Handbook for International Students, 3^d edition*. Routledge.
4. Van Emden, J. and Becker, L. (2016). *Presentation Skills for Students, 3rd edition*. Palgrave McMillan.

Recommended Reading:

1. Langan, J. (2012). *Reading and Study Skills*. United Kingdom: McGraw-Hill Education.
2. Heasley, B., Hamp-Lyons, L. (2010). *Study Writing: A Course in Writing Skills for Academic Purposes*. Germany: Cambridge University Press.
3. Wilson, P., and Glazier, T.F. (2018). *The Least You Should Know About English: Writing Skills, 13th edition*. Cengage Learning.
4. Reinhart, S. M. (2013). *Giving Academic Presentations, 2nd edition*. University of Michigan Press, Michigan.
5. Strunk, W., White, E. B. (2007). *The Elements of Style Illustrated*. United Kingdom: Penguin Publishing Group.
6. Pinker, S. (2015). *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin.

Evaluation Pattern

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components *	Quizzes (3x)	33% Of CIA Marks	30	Week 3, 4, 9	1, 2, 3
	Mid-Semester Examination	33% of CIA Marks	50	Week 6	1, 2
	Assignments/ Presentation (2x)	33% of CIA Marks	20	Week 10, 13	3, 4
	CIA Marks	100 % (To be converted to 30% of course total)	100	---	---
	End-Semester Examination (ESE)	70% of course total	100	---	---

* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Module Sessions

Module 1: An Introduction to English for Academic Purposes (2 Hours)

1. Listening, reading, writing, and speaking in academic contexts
2. What is 'English for Academic Purposes'?

Reading:

1. *Oxford Learner's Dictionary of Academic English*. (2014). United Kingdom: Oxford University Press.

Activities:

- a) Discussion 1: What is the difference between listening, reading, writing and speaking in everyday situations and academic contexts?
- b) Discussion 2: How do we define ‘English for Academic Purposes’? What are its characteristics?

Module 2: Academic Listening

(8 Hours)

1. Factors affecting academic listening
2. Making the best use of introductions to lectures
3. Identifying key points and examples in a lecture
4. Techniques for effective note-taking
5. Recognising introduction of new terms and concepts in lectures
6. Comprehending the organisation of information in lectures

Reading:

1. Smith, J., Campbell, C. (2009). *English for Academic Study: Listening: Course Book*. United Kingdom: Garnet Education. p.1-57.

Activities:

- a) Exercise 1: Take a survey on factors affecting your listening in academic situations
- b) Exercise 2: Map statements from lecture introductions to their purpose
- c) Exercise 3: Listen to a lecture and fill in the missing words in the transcript
- d) Exercise 4: Listen to lectures and practise note-taking

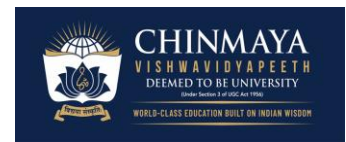
Module 3: Academic Reading

(20 Hours)

1. Strategies for active reading
2. Comprehending a text – identifying main idea and topic sentences
3. Techniques to develop and improve academic vocabulary
4. Making inferences
5. Differentiating between fact and opinion
6. Identifying the author’s purpose
7. Analysing the author’s tone
8. Highlighting and Annotating
9. Recognising author bias
10. Identifying and evaluating assumptions and generalisations of the author
11. Recognising an argument and identifying its parts

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12. Analysing and evaluating an argument
13. Recognising errors in logical reasoning
14. Understanding thought patterns - the definition, the classification, the pattern of order or sequence, the listing, the cause and effect, the compare and contrast
15. Evaluating internet sources and avoiding plagiarism
16. Making notes - Concept maps, Process diagrams, and Time lines
17. Writing a summary

Reading:

1. McWhorter, K. T. (2014). *Academic Reading: Pearson New International Edition*. United Kingdom: Pearson Education Limited. p.1-269.

Activities:

- a) Exercise 1: Read a text and identify the main idea and supporting details.
- b) Exercise 2: Guess the meaning of unfamiliar words in a text from contextual clues.
- c) Exercise 3: Read a text and answer factual and inferential questions.
- d) Exercise 4: Evaluate an argument.
- e) Exercise 5: Highlight and annotate a text as you read.
- f) Exercise 6: Read a text and make notes.

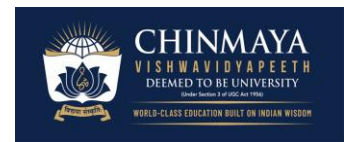
Module 4: Academic Writing

(20 Hours)

1. Purpose and features of academic writing
2. Planning – brainstorming and organising information
3. Paraphrasing and summarising information
4. Using references and quotations
5. Organising paragraphs
6. Introductions and Conclusions
7. Re-writing and proof reading
8. Ensuring cohesion
9. Language of argument, discussion, and cause and effect
10. Structures of comparison, Structure of problem and solution
11. Definitions and examples
12. Academic style
13. Academic vocabulary - Verbs of reference
14. Appropriate punctuation
15. Writing an informative essay

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16. Writing an argumentative essay
17. Designing a survey questionnaire
18. Writing a report

Reading:

1. Bailey, S. (2011). *Academic Writing: A Handbook for International Students*, 3rd edition. Routledge.

Activities:

- a) Exercise 1: Write an informative essay.
- b) Exercise 2: Write an argumentative essay.
- c) Exercise 3: Design a survey questionnaire.
- d) Exercise 4: Write a report.

Module 5: Academic Presentations

(8 Hours)

1. General do-s and don't-s
2. Voice and Pace
3. Body language and non-verbal communication
4. Use of visual aids
5. Interacting with the audience
6. PowerPoint presentations

Reading:

1. Van Emden, J. and Becker, L. (2016). *Presentation Skills for Students*, 3rd edition. Palgrave MacMillan.

Activities:

- a) Exercise 1: Making a presentation

Module 6: Review

(2 Hours)

1. Self-review of one's own portfolio for the course
2. Clarifying doubts

Reading:

Activities:

- a) Exercise 1: Review one's work and progress in the course so far